

BEASLEY

Geographic Area - Bronzeville



Official School Name
Edward Beasley Elementary Magnet Academic Center

Address
5255 S State St
Chicago, Illinois 60609

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
1409	1,380	102%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Regional gifted center	Pre-K-8	Level 2	Efficient	

Mission Statement as of May 2013

Our mission at Beasley Academic Center for the years of 2012-2014 is the implementation of a Relevant Rigor Framework (RRF) for our curriculum and instruction. Our RRF ensures that all of our students receive instruction set by the Common Core State Standards (CCSS), with a specific focus on literacy. Our RRF also lays out our vision for our students to become literate citizens in the 21 century. Students will be introduced to College and Career Readiness in the primary grades of K-3. We will implement a departmental curriculum based upon a high school model. The intermediate and upper grades will have vast experiences in career fields for college and career readiness. This can be achieved by strategically prioritizing specific actionable items that includes DIBELS, NWEA, CIM, and Explore assessments. Our goal is that 90% or more of our students will Meet or Exceed and 50% of our students will Exceed in reading and mathematics on state standardized tests.

School Priorities as of May 2013

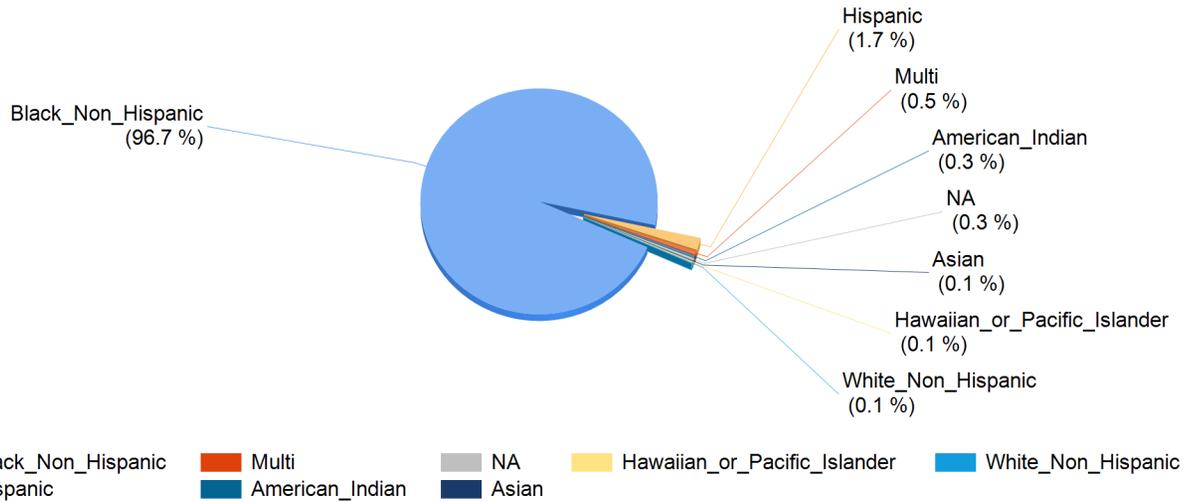
Description	Rationale
Principal will build upon staff's knowledge and expertise for the NWEA interim benchmark assessments (Northwest Evaluation Association). The principal will work the Instructional Leadership Team (ILT) and Teacher Team Leaders to ensure a vision of teacher best practices with standardized tests.	It is important to provide staff with professional development opportunities. This will give them strategic tips and guidelines with data-based methods and how to implement data-driven instruction. Secondly, this process incorporates professional learning, leadership, and shared accountability to help increase the probability of academic rigor in instruction.
The Beasley Response to Intervention Team (RTI) will develop a Beasley Relevant Rigor Framework (RRF) for teaching and learning that integrates the Common Core State Standards (CCSS). The Beasley School Progress Report will be the measurable tool to determine if this initiative has reached all stakeholders.	With a Beasley RRF, teachers will be able to understand the dimensions of text complexity to develop students' skills, concentration and stamina. The combination of these skills will capture the effective nuances in teaching and learning, maintaining accurate records of students progress, effectively communicating with families, enhancing teacher's content knowledge and pedagogical skill, integrating Positive Behavior Intervention Support (PBIS) for effective classroom management, and demonstrating integrity and ethics within the scope of REACH.
The Local School Council (LSC) will assist and help the principal to appropriate and monitor funds to enhance instructional technology. The Beasley CIWP Team will assist in improving instruction with the purchased technology .	The Common Core State Standards (CCSS) recognizes that using technology is very important in teacher practice and for student learning. The use of multiple forms of technology supports teachers to improve what and how they teach to get the job done effectively. Moreover, we intend to close the "digital divide" with students who are not familiar with technology and enhance the precision and skills of those students that do.

<p>The Beasley ILT and Teacher Teams will assist literacy instruction for grades 3rd-5th by developing core instructional methods for teachers. The ILT and Teacher Team Leaders will utilize various forms of data to determine a direction for the principal in professional development opportunities. Other interventions include PreK-3rd early intervention literacy program that will include curriculum and instructional enhancement. Lastly, Beasley is piloting two full-day PreK-4 year old programs as another early literacy intervention.</p>	<p>There are many challenges occurring in 3rd -5th grade literacy. Overall, ninety percent (90%) of the 3rd and 4th grade students were projected to fall approximately around 70% in the Meets/Exceeds category in reading on state standardized test for the year of 2012. This means that the NCLB target goal of 92.5% Meets/Exceeds is the most challenging for 3rd - 5th grade students and specific interventions are needed.</p>
<p>Beasley will try to improve our ISAT Exceeds Scores by 3%-5% in the Upper Grades (6th-8th) yearly in the years 2012-2014. Teachers will receive professional development workshops to address Common Core Standards based up on the Full School Day requirements.</p>	<p>In 2010-2011, 21.3% of Beasley students fell within the Exceeds category for literacy. In order to gain student growth (value-added) and ensuring "safe harbor" in Adequately Yearly Progress (AYP) targets, more students will need to fall within the Exceeds category on state standardized tests (PARCC). It is our contention that the formation of a "true middle school" (6th-8th) will enhance student performance in Exceeds. Our middle school concept at Beasley Academic Center emphasizes an adolescent-centered curriculum that allows students to explore, discover, deconstruct and defend.</p>

Programs & Services

Advanced Placement Courses	No
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
Health and Wellness	Crisis Intervention Services, School-based Dental Services
IB Wall-to-Wall/Programme	No
School-wide Programs and Models	Early Childhood Program, Child-Parent Center (CPC), Kindergarten, Debate
Selective Enrollment/Gifted Program	Regional Gifted Center
Service Leadership	No
Sports and Fitness	Boys' Basketball, Boys' Golf, Chess, Double Dutch, Flag Football, Girls' Basketball, Girls' Golf, Girls' Tennis, Girls' Track
Supports And Resources	The Beasley Academic Center is a Math and Science Magnet School; it is a back-to-basics academic interest center. The Regional Gifted Center provides an accelerated and differentiated curriculum for gifted students. The gifted program seeks to meet the needs of students using content that is challenging and will promote creativity and the use of critical thinking skills.
Theme Based Magnet	MS: Math/Science

% of students by race/ethnicity



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
4.19	0.14	83.71	1.24			NEED DATA

General Information	
School Level	ES
Geographic Network	Burnham Park Elementary Network
Geographic Area	Bronzeville
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	154,984
Year Constructed (MAIN)	1978
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	140200
CPC	14784

Schools Co-Located on Campus
School Name

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2012	
		<u>Facility Systems Assessed (by Phase)</u>
	\$824,623.80	<i>Exterior</i>
	\$2,903,756.57	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$2,014,699.83	<i>Interiors</i>
	\$581,230.65	<i>Site</i>
Total Campus Need	\$6,324,310.85	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Maintain
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	0
MUSIC	0
BAND	YES
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	YES
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	149	128	152	141	156	160	156	158	158	155	0	0	0	0		1364
2007	0	77	147	140	153	162	157	155	152	153	0	0	0	0		1296
2008	0	76	154	148	153	143	155	162	155	148	0	0	0	0		1294
2009	160	72	137	144	155	151	155	155	145	149						1191
2010	169	74	134	140	154	160	160	154	143	146	0	0	0	0		1434
2011	157	86	130	140	150	148	148	161	148	151	0	0	0	0		1419
2012	165	79	125	136	138	145	152	147	140	136	0	0	0	0		1363
2013	183	140	124	134	145	145	134	149	129	130	0	0	0	0	0	1413

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	192	138	124	136	140	140	150	128	134	123	0	0	0	0	134	1405
2015	188	139	124	136	145	135	145	144	116	130	0	0	0	0	116	1402
2016	188	139	124	135	143	140	138	139	130	112	0	0	0	0	130	1388
2017	189	139	124	136	143	138	144	132	126	126	0	0	0	0	126	1397
2018	188	139	124	136	144	138	142	138	119	122	0	0	0	0	119	1390
2019	188	139	124	136	144	139	142	136	125	115	0	0	0	0	125	1388
2020	188	139	124	136	144	139	143	136	123	121	0	0	0	0	123	1393
2021	188	139	124	136	144	139	143	137	123	119	0	0	0	0	123	1392
2022	188	139	124	136	144	139	143	137	124	119	0	0	0	0	124	1393
2023	188	139	124	136	144	139	143	137	124	120	0	0	0	0	124	1394