



**Mission Statement**

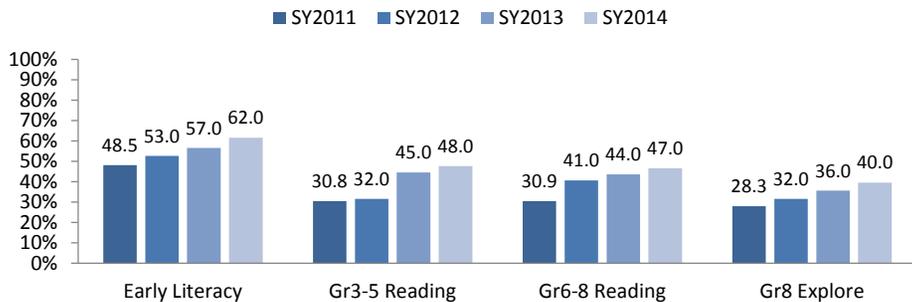
The mission of Brentano Math and Science Academy is to prepare our students to successfully compete and be resourceful individuals that can access information, apply knowledge and seek answers to complex questions. Through differentiated instruction, unique opportunities are provided to allow access for all learners. Our mission will be accomplished by providing a quality education that promotes inquiry, project-based instruction, constructive dialogue, higher-order thinking, use of technology and leadership skills.

**Strategic Priorities**

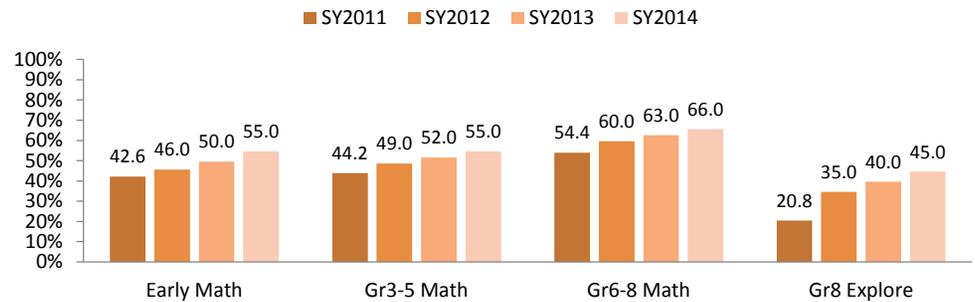
1. Based on our Theory of Action literacy instruction must be implemented with fidelity and aligned to the CCSS.
2. Teachers will implement rigorous mathematical instruction aligned to the CCSS, keep pace with the math curriculum and provide students with interventions..
3. RtI intervention will be provide consistent, research-based reading, math and behavior interventions to students identified below the 30th percentile on Scantron, in the intervention and strategic ranges on DIBELS and mClass, or meeting a set of behavior criteria, as measured by universal screeners administered three times per year
4. Provide English Language learners with strategic support in the native language and ESL instruction to increase the number of students that meet ACCESS exit scores and meet or exceed standards.

**School Performance Goals**

**Literacy Performance Goals**



**Math Performance Goals**







# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](http://www.cps.edu/CIWP) for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Lorenz Brentano Math & Science Academy ES

**Developing a CIWP Team**

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Martha Rosa-Salgado	Principal
George Gutierrez	Assistant Principal
Kayna Katz	Special Education Faculty
Elizabeth Khorana	Counselor/Case Manager
Yolanda Vazquez	LSC Member
Rose Becerra	LSC Member
Jeannette Thompson	Classroom Teacher

## Elementary Goal Setting

**Instructions:** Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

## Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Early Literacy</b> % of students at Benchmark on DIBELS, IDEL	48.5	53.0	57.0	62.0		<b>Early Math</b> % of students at Benchmark on mClass	42.6	46.0	50.0	55.0
<b>3rd - 5th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	30.8	32.0	45.0	48.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	44.2	49.0	52.0	55.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	50.9	51.0	54.0	57.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	56.1	60.0	63.0	66.0
<b>6th - 8th Grade</b>										
<b>Grade Level Performance - Reading</b> % of students at or above grade level on Scantron/NWEA	30.9	41.0	44.0	47.0		<b>Grade Level Performance - Math</b> % of students at or above grade level on Scantron/NWEA	54.4	60.0	63.0	66.0
<b>Keeping Pace - Reading</b> % of students making growth targets on Scantron/NWEA	46.6	61.0	64.0	67.0		<b>Keeping Pace - Math</b> % of students making growth targets on Scantron/NWEA	48.9	69.0	72.0	75.0
<b>8th Grade</b>										
<b>Explore - Reading</b> % of students at college readiness benchmark	28.3	32.0	36.0	40.0		<b>Explore - Math</b> % of students at college readiness benchmark	20.8	35.0	40.0	45.0

## Elementary Goal Setting

**Instructions:** Your school's data is organized by Scorecard categories. Using your current performance data and your SY2012 goals, determine the SY2013 & SY2014 performance goals for each metric. Note: ISAT scores include all students in the aggregates, including English Language Learners.

## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	94.7	95.0	96.0	97.0					
					<b>Misconducts</b> Rate of Misconducts (any) per 100	9.2	8.0	7.0	6.0

## State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>ISAT - Reading</b> % of students meeting or exceeding state standards	72.3	78.0	83.0	87.0		<b>ISAT - Reading</b> % of students exceeding state standards	8.2	11.0	15.0	20.0
<b>ISAT - Mathematics</b> % of students meeting or exceeding state standards	80.0	84.0	87.0	89.0		<b>ISAT - Mathematics</b> % of students exceeding state standards	18.4	25.0	31.0	36.0
<b>ISAT - Science</b> % of students meeting or exceeding state standards	74.4	80.0	85.0	89.0		<b>ISAT - Science</b> % of students exceeding state standards	7.3	10.0	14.0	19.0

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.</li> <li>The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.</li> </ul>	<p>The Theory of Action clearly outlines what teachers and administrators must put in place to increase student achievement and increase students college and career readiness.</p> <p>ISAT/SCANTRON/DIBLES and Mclass math data is regularly analyzed and instructional decisions are made based on results.</p> <p>Professional development targets the goals of the Theory of Action: Erickson Early Math Institute for Prekg through 3rd grade teachers.</p> <p>Professional development in and out of school in the area of reading/common core/science and math instruction.</p> <p>Grade level Common Planning that is aligned to the goals of the Theory of Action.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>The principal effectively communicates her expectations and the and vision for staff practices and student achievement via weekly staff meetings, monthly calendars and email updates. She is ever-present in the classrooms to observe and provide feedback to teachers; ensuring that her expectations for teaching and learning are executed and that the goals set for the school are being met.</p> <p>Regular on-going monthly meetings with with ILT and principal are conducted.</p> <p>Teachers lead some of the professional development aligned to Network and school priorities.</p> <p>Teachers are provided with opportunites to grow professionally by allowing them to attend Professional development paid by discretionary funds. In addition teachers are encouraged to attend professional development after school and on weekends and they are paid for thier time.</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>All teachers meet weekly in grade level teams. Many teachers participate in building teams, such as the ILT, the CIWP team, and the PBSS team. Others serve as sponsors/coaches of after school clubs and sports through After School All-Stars.</p> <p>Some staff members take initiative and spear head projects in the school:</p> <ul style="list-style-type: none"> <li>PBIS - Teacher Team weekly meetings</li> <li>College and Career Day</li> <li>High School Night</li> <li>Science Night</li> <li>Literacy Night</li> <li>Talent Show</li> <li>Parent Workshops</li> <li>Dance Classes</li> <li>Newspaper Club</li> <li>Computer Club</li> </ul>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b>			<b>3</b>
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>The school's ILT is composed of teachers from that have expertise in primary, intermediate, and upper grades, as well as content area. The team meets regularly to analyze data and determine next steps to improve student achievement.</p> <p>Based on the results of the data teachers complete a planning protocol outlining the following:</p> <ul style="list-style-type: none"> <li>Local School Goal</li> <li>Key Activities</li> <li>How will Success Criteria be measured</li> </ul> <p>Teachers are given opportunities to lead:</p> <ul style="list-style-type: none"> <li>Weekly Staff Meetings</li> <li>Science Team</li> <li>Literacy Team</li> <li>Special Projects</li> <li>After School</li> </ul> <p>The communication between the ILT and other faculty is not as effective and timely as we would like.</p>	
<b>Monitoring and adjusting</b>			<b>2</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>The school analyzes data and meets with the ILT and grade levels to make decisions based on the results of the data and to determine if the key levers of the Theory of Action are being met. Specific plans are developed by each teacher based on the results of the data.</p> <p>The school is weak on monitoring the implementation of the plan by each teacher.</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band.</li> <li>Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.</li> </ul>	<p>The school has an instructional plan that is developed based on the results of the yearly data. The 2011-12 School year plan foci is reading, math and science, behavior and classroom environment. Each teachers receives a yearly calendar of expectations and monthly priorities. Classroom observations are regulary conducted and teachers are provided with feedback. Goal setting is done with each teacher and priorities are aligned to the instructional plan and district goals. The first 20 days of school focused on establishing strong classroom management principles that would directly teach routines and expected behaviors to students, resulting in less time spent on correcting behaviors and maximizing instructional time and continuity. 40% of the teachers need to consistently implement and establish <del>clear expectations for their students</del></p>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Teachers in grade level teams are all using the same curriculum materials with fidelity as determined by the principal to be the most effective and rigorous. Making Meaning, FOSS, SEPUP, IEAYS, Everyday Math, Math Thematics, Writers Workshop, Pearson Reading Street (kg only). The materials are differentiated as needed to accommodate ELL students and students with IEP's and 504's. Further, ELL students receive support through bi-lingual classroom support, and support determined necessary by the bi-lingual specialist.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Teachers are given, and have been taught to access information regarding their students progress on our universal screeners (SCANTRON, DIBLELS, mCLASS).</p> <p>Only 40% of teachers consistently use data to inform instruction.</p> <p>60% of the general education teachers collaborate with the special education teachers regularly regarding the students with disabilities progress and needed accommodations and modifications. However, modifications are not evident in the classroom instruction.</p> <p>60% of bilingual teachers differentiate their instruction to accommodate as necessary for their ELL students.</p> <p>Teachers need to be more consistent with their use of data and small group instruction.</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Each teacher communicates the learning objectives for each content area on a daily basis and writes them on the board to remind students what they are learning and why.</p> <p>Goals and instructional activities are aligned to Boom's Taxonomy.</p> <p>Each teacher uses a scaffold instructional plan based on the Lesson Plan Template provided: Goals, Instructional Strategies, Activities, Assessment and Differentiation.</p> <p>Teachers conference with their students in Reading, Writing and Math. Conferencing is a strategy that is employed to provide feedback and one-on-one support to students in an effort to increase student achievement.</p> <p>Teachers implement RtI and small group instruction .</p> <p>Students with disabilities are provided inclusion minutes in the general program of instruction.</p> <p>Each teacher is provided with informational text and curriculum that is aligned to Balanced Literacy, Science, Social Studies and Mathematics Standards.</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Students are identified for interventions based on the Universal Screeners provided by CPS, Dibles, mclass math, and Scantron.</p> <p>Students below the 30th percentile are targeted and provided with RtI.</p> <p>Teachers utilized the <a href="http://www.fcrr.org">www.fcrr.org</a>, the Reading A-Z Fluency, the Lexia software, and Symphoney Math Software for interventions.</p> <p>After-School Math and Reading Support.</p> <p>Pull out intervention from a substitute teacher 3 days a week.</p> <p>The case manager and one of the special education teachers collect the intervention folders and check if teachers are documenting the interventions.</p> <p>Most teachers are struggling with the documentation of interventions and the those responsible to review have not been consistent.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>The professional development plan is focused on literacy, however; teachers participate in outside, district wide professional development based on district priorities.</p> <p>Teachers in PreK-3 are part of the Early Mathematics Study at the Erikson Institute. The program is closely monitored and feedback is provided to teachers by the institute. In addition, Erikson shares their focus with the administration.</p> <p>Teachers are held accountable to implement.</p> <p>Monitoring is done during teacher observations and Rounds.</p> <p>Teachers need coaching on intervention and small group instruction.</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 3:</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>Teachers meet weekly during Common Planning Time to plan units of study/special projects and to look at data.</p> <p>Teachers meet with the administration and review data and plan next steps.</p> <p>Teachers used a Common Planning Protocol and submit it to the administration.</p> <p>Teachers complete a 5 week planning protocol that outlines the Local School Goals, Key Activities, and Success Criteria.</p> <p>Teachers struggle to follow plans and keep pace.</p> <p>Monitoring of plan needs to improve.</p> <p>50% of Special education teachers struggle to meet with grade level teams due to scheduling issues. Most teachers meet before or after school or during their non-common prep times.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Support and feedback is provided by the administration., New Teachers received support from the New Teachers Network.</p> <p>Teachers in Prkg receive support from Early Childhood</p> <p>Teachers received support from Erikson for early math.</p> <p>Teachers receive support from Literacy Consultant.</p> <p>The school needs to provide better support for new teachers in the areas of math and science instruction.</p> <p>Start a peer coaching plan.</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>The school counselor meets with the 6-8th graders providing guidance curriculum lesson plans surrounding responsible decision making as related to secondary and post-secondary education. The entire school will also participate in a College and Career week May 21-25.</p> <p>The school promotes high expectations for all students. The school has partnerships that promote College and Career readiness through after school programs: Colombia's Scientist of Tomorrow, the Clay Program through Family Fellowship Connection. The school provides opportunities for students to demonstrate their</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>85% of the staff advocate and support their students.</p> <p>Students with disabilities are 100% engaged in the school community as evidenced by the 2012 Special Education Snapshot rating. 100% of students are respected provided with equal opportunities to participate in all activities offered at the schools: Sports, After School Academics, Chess, Science Club, Chemistry Club, Dance Club, Computer Club.</p> <p>Cultural activities are organized and students participate in these events. Events that promote culture and language are supported yearly: Sept. - Oct. Hispanic Heritage Month, Students research and learn about the contribution of hispanics and present to the school community</p>	
<b>Behavior &amp; Safety</b> ----->			<b>3</b>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>The school's PBSS team is working to solidify school wide behavior practices at the universal level.</p> <p>Behavior interventions are currently provided by the school counselor and school social worker upon request from a teacher, administrator or parent.</p> <p>The school follows the SCC and in addition differentiates for students that need additional support.</p> <p>Students are provided with guidance in an effort to deminish inappropriate behavior</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>NSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>The Principal provides information to the parents and stakeholders through dissemination of the Scorecard, and Options for Knowledge CPS Book.</p> <p>The Principal provides information to the parents regarding the school's performance during NCLB/BAC and LSC meetings.</p> <p>The Principal provides information to parents one on one based on students needs.</p> <p>The administration sends Dibles, ISAT, Scantron, mclass math results to parents after each test session is completed.</p> <p>The principal meets face to face with parents whose students are not meeting their Benchmark.</p> <p>During the yearly Open House teachers share with parents grade level expectations, Standards, Assessments and special projects they</p>	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<p>75% of Teachers communicate with parents regularly concerning student progress prior to the five week report or report cards.</p> <p>75% of teachers call parents or send notes home informing parent about their child's progress.</p> <p>100% of teachers set up time to meet with parents and it is posted on their webpage.</p> <p>Teachers in the primary host family nights. During the family night</p>	
<b>Bonding</b> ----->			<b>3</b>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMEI</b>	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>100 % of the office staff cordially greets parents and visitors.            85% of teachers follow up with parent requests and provide information on a timely manner.            Parents are given opportunities to become volunteers in the school.            100% of teachers have a webpage with information on how to contact them and conference days and hours.            100% of meetings are announced on the schools marquee, flyers are sent home and posted on the monthly calendar that is sent to the homes.            Parents and the community members are invited to special events, such as Talent Show, Assemblies, Meetings, Field Trips, Science Fair.</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>Families are provided information on how to access specialized support.</p> <p>The Counselor Case Manager has a webpage outlining her role</p> <p>Teachers refer students and communicate with parents of students that may be in need of services.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<p>The school provides early and ongoing exposure to experiences such as:</p> <p>Field Trips to Colleges - Colombia to observe a science class</p> <p>Scientist of Tomorrow Club</p> <p>Career Week</p>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>To prepare students for academic rigor in high school, an Algebra Class is offered to selected 8th graders.</p> <p>The Chemistry Club and Scientist of Tomorrow Club is offered for students in grades 6-8.</p> <p>The school counselor provides support for 8th graders transitioning to high school through a high school fair, an 8 week after school high school preparation unit, and one-on-one planning meeting for all 8th graders.</p> <p>Guidance curriculum addressing responsible decision making and the high school application process has begun for our 6th and 7th</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	<p>100% of our students are provided with opportunities to engage in extracurricular activities:</p> <p>48% of our students participate in extracurricular activities all through the year.</p>		

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>The school hosts a college and career day annually. The school invites professionals from a variety of backgrounds to talk with the students about different career options.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	<p>DNA High Schools Only.</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<p>The Step Up into Kindergarten program was offered last year and kg. participated. Prekg participate in transition activites during late May and early June. Students attend the kg. classroom for one period. regarding next grade expectations.</p> <p>Teachers meet in vertical teams to discuss the needs of the students for the following year.</p>	

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p>100% of Discretionary funds are allocated to improve instruction for all students.</p> <p>Discretionary funding is used to reduce class size.</p> <p>Discretionary funding is used to provide 2 full day kindergarten programs for all students ( Bilingual and General).</p> <p>Discretionary funding is used to provide support for teachers through professional development and build teacher capacity and knowledge.</p> <p>Discretionary funding is used to fund after school programs.</p> <p>Discretionary funding is used to purchase software programs that</p>	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>100% of new hires is based on analysis of academic needs, and expertise needed in the school and or grade level.</p> <p>All candidates are interviewed by a panel of teachers and administrators with expertise in the area of need (math, science, reading, special education).</p> <p>A multistep interview process includes, but is not limited to:</p> <p>Panel Interview</p> <p>Rubric</p> <p>Observation of instruction (invited to teach a lesson)</p> <p>Principal has visited candidate at their school and observed them.</p> <p>Review of candidates teaching portfolio</p>	
	<b>Use of Time</b> ----->			<b>2</b>

### School Effectiveness Framework

**Instructions:** Evaluate your school from 1-4 on each of the Effective Practices of the School Effectiveness Framework in the drop down box under "Evaluation". Cite evidence from observations, any available data, surveys, etc. NOTE: 2= Typical School and 4 = Effective School **TIP: When entering text, press Alt + Enter to start a new paragraph.**

Typical School	Effective School	Evidence	Evaluation
<ul style="list-style-type: none"> <li>• School schedule is designed based on number of minutes per subject or course.</li> <li>• Teacher collaboration time is limited or occurs only before/after school.</li> <li>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>• School designs a “right fit” schedule based on student needs and school-wide growth goals.</li> <li>• The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>• Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>The school schedule is designed to meet the needs of all students, paying close attention to developmental needs. Instructional blocks are tailored to maximize instruction and reduce down time.</p> <p>Time is designated for interventions Common Planning time is scheduled for each grade level. Intervention time needs to be monitored more closely. Teacher preparation needs to be monitored more closely to assure that teachers are using their time effectively.</p>	

## Mission & Strategic Priorities

**Instructions:** Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Mission Statement

The mission of Brentano Math and Science Academy is to prepare our students to successfully compete and be resourceful individuals that can access information, apply knowledge and seek answers to complex questions. Through differentiated instruction, unique opportunities are provided to allow access for all learners. Our mission will be accomplished by providing a quality education that promotes inquiry, project-based instruction, constructive dialogue, higher-order thinking, use of technology and leadership skills.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	<p>Based on our Theory of Action literacy instruction must be implemented with fidelity and aligned to the CCSS.</p> <p>Complex non-fiction text will be used across the grades for literacy instruction.</p> <p>Teachers will analyze student data to inform instruction .</p>	<p>Results from the Principals Performance Scorecard of 2011 indicate Reading Scores as follows:</p> <ul style="list-style-type: none"> <li>- 48.5 of the Prkg-2nd grade met benchmark targets</li> <li>-30.8 of the 3-5 grade met benchmark targets</li> <li>-30.9 of the 6-8 grade met benchmark targets</li> </ul> <p>Students need be read complex text and respond in writing using a variety of resources. To meet this need the school must provide align instruction to the Common Core Standards, for grades K-8, and implement best practice and a balanced literacy approach that encompasses reading <b>non-fiction complex text and writing across the curriculum.</b></p> <p>Teachers lack of familiarity with the CCSS requires in-depth ongoing professional development to equip teachers with the knowledge they need to implement the standards.</p> <p>Based on these results it is necessary to do the following:            Provide quality professional development so that teachers can gain a deep understanding of the CCSS, and how to effectively implement best practices across the curriculum.            Teachers knowledge of the CCSS will help them align their instruction and use the resources provided by the school effectively.</p> <p>Students achievement will increase as a result of the alignment to the CCSS, fidelity to</p>

2	<p>Teachers will implement rigorous mathematical instruction aligned to the CCSS, keep pace with the math curriculum and provide students with interventions..</p>	<p>Results from the Principals's Performance Score Card of 2011, ISAT Meet and Exceed, Exceed and Value Added Score for Math indicate the following:</p> <ul style="list-style-type: none"> <li>- 42.6 percent of the Prkg- 2nd graders are at or above grade level based on mClass.</li> <li>-44.2 percent of 3-5 raders are at or above grade level (50th percentile) based on Scantron results.</li> <li>- 54.4 percent of 6-8 are at or above grade level (50th percentile) according to Scantron.</li> </ul> <p>These results indicate a need for student improvement in applying mathematical concepts and effectively communicating their thinking in writing to support findings.</p> <p>This priority will impact instruction because it closes the achievement gap and prepares students for college and career readiness. The number of students that meet/exceed standards.</p> <p>A decrease in the number of students at the 30 percentile.</p>
3	<p>RtI intervention will be provide consistent, research-based reading, math and behavior interventions to students identified below the 30th percentile on Scantron, in the intervention and strategic ranges on DIBELS and mClass, or meeting a set of behavior criteria, as measured by universal screeners administered three times per year (academic interventions) and by student behavior data (behavioral interventions)</p>	<p>Early literacy assessment results indicate that</p> <ul style="list-style-type: none"> <li>-51% of our PreK-2nd grade students did not meet expected growth for reading during the 2011 school year.</li> <li>-57% of our students did not meet expected growth in early math.</li> <li>-Grades 3-5 results show 55% did not meet expected growth in math</li> <li>-69.2% are not performing at or above grade level in reading.</li> <li>-Grades 6-8 results show 69.1% did not perform at or above grade level standards in reading</li> <li>-45% did not meet in math.</li> <li>- Behavior data suggests that 99% of office referrals are written for some type of student disrespect (verbal bullying, physical aggression, defiance, disruption, etc).</li> </ul> <p>This priority will impact instruction by decreasing the number of students at the 30 percentile. The interventions provided will increase the number of students that are at the meet or exceed levels. The number of students whose behavior impact instruction in a negative way will be reduced. The number of office referrals will be reduced.</p> <p>The school's goal to increase student achievement, close the achievement gap and increase college and career readiness for all students will be met through fidelity and monitoring the RtI process.</p>

4	Provide English Language learners with strategic support in the native language and ESL instruction to increase the number of students that meet ACCESS exit scores and meet or exceed standards.	<p>Brentano Math &amp; Science Academy has 31% of English Language Learners. Compliance reports from 2012 indicate concerns linking instructional lesson plans with the WIDA standards for each subject area. In addition, teachers must integrate ESL into the instructional day. Instructional support must be provided for students that are new to the country and require native language instruction.</p> <p>The number of ELL students that meet/exceed state standards will increase. ELL students will be prepared to meet college and career readiness. ELL students will meet ACCESS exit levels with in an appropriate time-framame</p>
5		

### Strategic Priority 1

**Instructions:** Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Based on our Theory of Action literacy instruction must be implemented with fidelity and aligned to the CCSS.  Complex non-fiction text will be used across the grades for literacy instruction.	Results from the Principals Performance Scorecard of 2011 indicate Reading Scores as follows: - 48.5 of the Prkg-2nd grade met benchmark targets -30.8 of the 3-5 grade met benchmark targets -30.9 of the 6-8 grade met benchmark targets

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All K-8 will work with the Literacy Coach and Consultant. The teachers will learn how to unpack and effectively teach the Common Core Standards for their grade level cluster to ensure vertical alignment.	Instruction	All	Principal	Summer 2012	Quarter 4		
Lead Literacy Teacher and teachers will develop a reading scope and sequence for the year. The ILT will monitor the implementation of reading strategies and student growth.	Instruction	All	Literacy Coach	Summer 2012	Quarter 4		
Teachers will use data from NWEA/DIBLES/ACCESS to adapt the scope and sequence in order to drive instruction.							
Intermediate/upper teachers will align Literacy CCSS with non-fiction complex text novels for social studies.	Instruction	All	Principal /LLT	Quarter 1	Quarter 4		
Teachers will progress monitor biweekly and meet with lead literacy teacher to identify next steps.							
Literacy observation will be aligned to The CPS Framework for Teaching.	Instruction	All	Assistant Principal Principal/LLT	Quarter 1	On-going		
Specialty teachers (library, Technology, Art) will be trained to provide interventions during literacy instruction.	Instruction	All	Principal /LLT/	Quarter 1	Quarter 4		

**Strategic Priority 1**








**Strategic Priority 3**

