



2012-2014 Continuous Improvement Work Plan

Joseph Brennemann Elementary School

Ravenswood-Ridge Elementary Network

4251 N Clarendon Ave Chicago, IL 60613

ISBE ID: 150162990252093

School ID: 610242

Oracle ID: 25991



Mission Statement

Brennemann School is committed to being a premier educational cornerstone in our community. We offer our children an uncompromising academic experience that inspires them to grow, explore, and learn in a creative environment through which hands-on learning and artistic expression are practiced in order to cultivate constructive meaning in their lives. This is achieved through positive pathways involving partnership, protection, and participation by all for the successful transition of our students into high school and beyond.

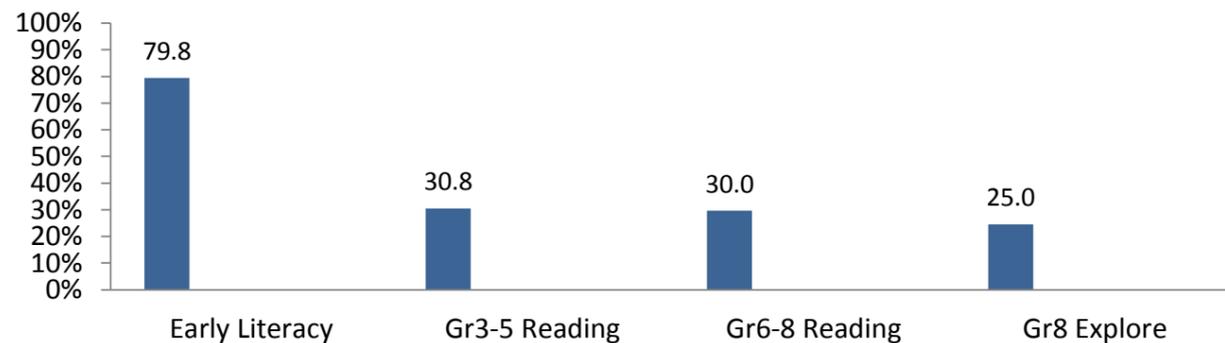
Strategic Priorities

1. Literacy- Brennemann school will provide reading intervention to students who are at risk on beginning of year screeners and monitoring progress, based on the snap-shot assessments (snap shot assessments are grade and age appropriate reading assessment based on the common core state standards).
2. Math- Brennemann school will provide math intervention to students who are at risk on beginning of year screeners and monitoring progress, based on the snap-shot assessments (snap shot assessments are grade and age appropriate math assessment based on the common core state standards).
3. Science-To improve science achievement by increasing teacher content knowledge and implementation of science programs: FOSS, SEPUP, IEY and SALI and science enrichment programs.
4. Fine and Performing Arts Education- To fuse art integration with literacy and math concepts in an effort to increase math and reading scores based on the common core state standards.
5. Family/Community Engagement - Increase parental involvement with a focus on empowering parents to assist their child(ren) for higher student performance.

School Performance Goals

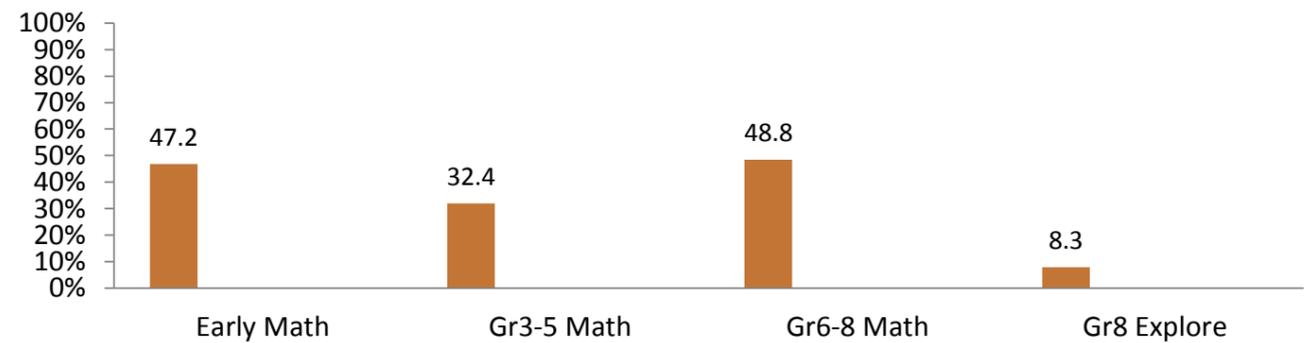
Literacy Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014



Math Performance Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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 for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Joseph Brennemann Elementary School

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
Sarah Abedelal	Principal
Jennifer Ellen	Assistant Principal
Susan Bronder	Counselor/Case Manager
Michelle Crawford	Support Staff
Sarah Fink	Lead/ Resource Teacher
Albert Lang	Classroom Teacher
Lydia Diaz	Classroom Teacher
Laura Talento	Classroom Teacher
Wilson Hernandez	ELL Teacher
Rhonda Franklin	Classroom Teacher
Cynthia Delaporte	Classroom Teacher
Emma Weeden	LSC Member



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	
Early Literacy % of students at Benchmark on DIBELS, IDEL	79.8					Early Math % of students at Benchmark on mClass	47.2			
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	30.8					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	32.4			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.5					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	65.7			
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	30.0					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	48.8			
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	50.0					Keeping Pace - Math % of students making growth targets on Scantron/NWEA	66.2			
8th Grade										
Explore - Reading % of students at college readiness benchmark	25.0					Explore - Math % of students at college readiness benchmark	8.3			



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	
Attendance Rate Average daily attendance rate	96.5					Misconducts Rate of Misconducts (any) per 100	13.7			

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
ISAT - Reading % of students meeting or exceeding state standards	64.1					ISAT - Reading % of students exceeding state standards	10.9			
ISAT - Mathematics % of students meeting or exceeding state standards	77.2					ISAT - Mathematics % of students exceeding state standards	18.1			
ISAT - Science % of students meeting or exceeding state standards	72.4					ISAT - Science % of students exceeding state standards	9.2			

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
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> 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. 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. 	<ul style="list-style-type: none"> Brennemann School has established SMART goals for the following school year to ensure students are career and college ready. Brennemann School teachers and students are held to high expectations to ensure these SMART goals are met and students are career and college ready. Brennemann School has a theory of action plan that has been monitored and implemented and will continue to during the following school year. 	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> 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. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. 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. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. 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. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Principal builds the capacity of teachers by providing professional development opportunities and professional learning communities within the school. Principal, along with the entire staff, has created a vision and mission for the school. Principal establishes a culture of high expectations for both teachers and students. Principal creates an avenue to empower parents with knowledge and resources to assist their child(ren) at home. 	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • 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"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> • Teachers are invested in the success of the school through various leadership roles including: ILT member, Full-School Day Committee, Family Night Committees, Curriculum and Instruction Committee, School Safety Committee, Common Core Reading and Mathematics Committees, CIWP Team, Grant Writers, Special Education Lead Teachers, Bilingual Education Lead Teachers 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			
<ul style="list-style-type: none"> • 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. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • 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. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • 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. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<ul style="list-style-type: none"> • Brennemann School's instructional leadership team meets once a week to discuss curriculum and instruction, classroom data, and our school's theory of action. • The instructional leadership team designs and implements professional development for the entire staff. • The instructional leadership team analyzes and reviews student data and informs teachers of best practices in the areas of reading, writing, math, and science. 	<p>3</p>
<p>Monitoring and adjusting -----></p>			
<ul style="list-style-type: none"> • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Brennemann School has an organized approach to analyze data to drive instruction. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> 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. Each grade level or course team develops/uses common units of instruction aligned to the standards. 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. 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. 	<ul style="list-style-type: none"> Grades K-5 have a year-long scope and sequence that maps out what state standards, assessment framework, and reading comprehension skills are taught and when. Teachers use the pacing charts that are aligned to Illinois State Standards which are provided in the basal series: Harcourt and McDougall Littel. All grade levels that have more than one teacher meet weekly to develop lesson plans and supplemental work that address individual student needs. Nonfiction level reader collections are grade and age level appropriate in grades K-8. Grades K-3 have all of their nonfiction books leveled and organized. Included in teacher lesson plans are differentiated activities to address individual student needs. Students are color coded 	
	Instructional materials ----->			
	<ul style="list-style-type: none"> 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. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Each grade level has a set of instructional materials that mirror each other and are aligned with the Illinois Assessment Frameworks and Standards. The Harcourt reading instructional materials are provided to each teacher in grades K-5 which include: a basal reader, supplemental materials to reteach and extend learning opportunities, assessments, spelling, and grammar. Teachers differentiate and tier their questioning, assignments, and assessments to meet the needs of the students. 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. 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>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • 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. • 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. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • 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. • 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). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> • Teachers have access to student data via CIM, DIBELS, and Scantron. Teachers are able to access their student data at any time. • All teachers administer the district mandated assessments, as well as school-wide assessments. • Teachers level their in class assessments and provide accommodations and modifications to support students with disabilities and English Language Learners. • Each grade level uses formal and informal assessments on a weekly basis to assess student growth. Lesson plans and student activities are developed and created based on the assessment information. • Student portfolios are collected and analyzed by the school leadership team. Portfolios must contain any information that informs the team of the student’s current performance in reading, writing, math, science, and social science. A minimum of five items must be placed in the student portfolio, reflecting all of the content areas. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Each teacher must communicate in writing via lesson plans and display language and content objectives for the various content areas. • Each teacher includes at least two higher-level questions in his/her lesson plans. • Some teachers ask higher order thinking questions but do not allow appropriate wait time for student responses. The teacher then rewords the question until the question becomes a very low level question. 	

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	Typical School	Effective School	Evidence	Evaluation
	----->			3
	Intervention			
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. 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. 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 Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> Snap-shot assessments are given to students three times a year (beginning, middle, and end of year). Based on student performance, teachers collaborate and determine what anecdotal and data need to be collected. The literacy coach pulls small groups of students in grades three, six, and eight and extends their learning by providing additional educational opportunities that require them to use higher order thinking skills. Push-in support is provided during the literacy block by ancillary staff. At grade level meetings, teachers are required to discuss what students are at risk and what strategies are being implemented to provide an appropriate intervention. 	
	----->			3
	Whole staff professional development			
Professional Learning	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> The school has a year long professional development plan which includes: professional development dates, professional development topics, research based articles, and teacher activities. These professional developments will focus on building teacher capacity with a focus on common core reading and math instruction. Teachers in grades K-3 are professionally developed and coached by a literacy specialist from Children's Literacy Initiative on a weekly basis. Teachers are allotted at least three common preparation periods a week to collaborate on student achievement. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> 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. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. 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. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers collaborate at grade level meetings and discuss the following: students at risk, interventions, differentiation, opportunities to challenge students who are meeting/exceeding standards, resources needed to increase student achievement, and student data. The literacy coach meets with teachers on a bi-weekly basis to discuss literacy rich lessons, strategies, and opportunities for students to engage in higher order thinking questions. Grade level meetings include special education and ESL teachers. Grade level meetings consist of vertical and horizontal teams. 	
	Instructional coaching ----->			
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> One of the new teachers at Brennemann is supported by the New Teacher Center (NTC). Those meetings are two times a month. Principal provides teachers with feedback and suggestions after classroom observations and visitations. This feedback is intended to strengthen the teachers craft in a specific area. Peer observations occur periodically, depending on the needs of a given teacher. Teachers in grades K-3 receive instructional literacy coaching, which is provided by Children’s Literacy Initiative. Teachers who need additional support are partnered with superior performing teachers. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Most staff have high expectations for themselves and their students. Brennemann School has a student council which allows students to have a voice in their education. Students are held to high expectations in and outside of their classrooms by most staff members on a consistent basis. 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Special education students are included with the general education students to the maximum extent possible. Students with disabilities are always with the general education students for lunch and prep periods. Special education students are included in extracurricular activities, morning/after school programs, and Saturday programs. Student's cultures are celebrated by our fourth quarter world fair studies. Students learn about countries and cultures from all around the world and participate in a culminating celebration. Staff members and students have a relationship which is highly professional and respectful. Students feel comfortable speaking with adults about concerns and suggestions they have. 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> 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. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> Brennemann School follows the Uniform Discipline Code for student discipline. Students are held accountable for their actions and they are made aware of these high expectations. One of Brennemann School's priorities is to ensure a safe and welcoming environment. Brennemann School has a character education program called positive action which spans across grades K-8. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> 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. 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. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Principal provides information about school performance to parents on a quarterly basis, during family events. Furthermore, information is discriminated at both report card pick-ups and local school council and bilingual advisory council meetings. All teachers provide parents with a list of classroom expectations at the beginning of the school year. These expectations are clearly defined and examples are provided. Any parents that have questions are encouraged to set up an appointment with the classroom teacher either during the teacher's preparation period or before school. The principal is always available for parent feedback, comments, and/or suggestions. Teachers provide parents with progress reports regarding student achievement. 	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Communication at Brennemann School is an open door policy. Parents are informed at all family nights and meetings about how to help their children achieve academic success. Parents are encouraged to attend family nights and meetings to receive information regarding their child's education. 	
	Bonding ----->			3
	<ul style="list-style-type: none"> The school has a business-like atmosphere. 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. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. 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. 	<ul style="list-style-type: none"> Brennemann School presents a welcoming atmosphere of professionalism and respect. Parents and community members are always invited to attend family nights including: literacy night, math and science night, black history night, autism awareness night, and world fair night. 	

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
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> Brennemann School has a special education resource teacher, school counselor, nurse, psychologist, speech pathologist, social worker, occupational therapist, and physical therapist to provide specialized support to students. 	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Brennemann School has a partnership with and hosts Junior Achievement for a day. The program inspires and prepares students to succeed in a global economy. JA provides in-school programs for students in grades k-12 focusing on three key content areas: entrepreneurship, work force readiness and financial literacy. 	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> 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. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> Brennemann School provides support for student planning and preparation for high school through high school investigation days. Brennemann School provides assistance and support for students applying to selective enrollment high schools. 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Brennemann School provides a multitude of before school, after school, and Saturday School extra-curricular and enrichment programs including the following Literacy For All Tutoring, After School All Stars, Basketball, Chicago Cares, Children's Literacy 		

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
DIMENSION	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> Brennemann School administers the Explore assessment to 8th grade students. 	
	College & Career Admissions and Affordability ----->			1
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	N/A	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (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. 	<ul style="list-style-type: none"> Brennemann school provides a summer program for second grade students entering third grade called Third Grade Success. 	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> School discretionary funds are aligned to school priorities, with a focus on reading and writing. Brennemann School teachers are encouraged to apply for grants which they use to purchase materials and resources for their classrooms. Brennemann School instructional leadership team has written and received grants that support literacy school-wide. 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. 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. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> Hiring is conducted with teacher and administrators input. Hiring is based on student and school needs. Potential candidates are required to complete an intensive interview process which entails an oral interview and teaching of a lesson. All educational support personnel are encouraged to continue their education in the hopes of becoming a teacher if a vacancy arises. Teacher placement is intentionally designed to ensure students are given a high quality education. 	
Use of Time ----->				
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> Teacher time distribution charts are based on the suggested minutes allotted per content area, per day. Schedules are designed to ensure all students are receiving two hours of uninterrupted, reading and writing instruction. 	

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

Brennemann School is committed to being a premier educational cornerstone in our community. We offer our children an uncompromising academic experience that inspires them to grow, explore, and learn in a creative environment through which hands-on learning and artistic expression are practiced in order to cultivate constructive meaning in their lives. This is achieved through positive pathways involving partnership, protection, and participation by all for the successful transition of our students into high school and beyond.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy- Brennemann school will provide reading intervention to students who are at risk on beginning of year screeners and monitoring progress, based on the snap-shot assessments (snap shot assessments are grade and age appropriate reading assessment based on the common core state standards).	If based on a sampling of common core questions, students who are at risk on these assessments will be at risk on the common core state assessment.
2	Math- Brennemann school will provide math intervention to students who are at risk on beginning of year screeners and monitoring progress, based on the snap-shot assessments (snap shot assessments are grade and age appropriate math assessment based on the common core state standards).	If based on a sampling of common core questions, students who are at risk on these assessments will be at risk on the common core state assessment.
3	Science-To improve science achievement by increasing teacher content knowledge and implementation of science programs: FOSS, SEPUP, IEY and SALI and science enrichment programs.	Science education will stimulate students learning abilities and provide an understanding of skills and attributes pertaining to the science curriculum. Students will learn scientific techniques such as integrated concepts and processes of earth/space, life and physical sciences. Students will also learn instructional technologies, hands-on science activities and direct and inquiry teaching strategies, scientific, societal, environmental and ethical problems and issues.
4	Fine and Performing Arts Education- To fuse art integration with literacy and math concepts in an effort to increase math and reading scores based on the common core state standards.	The overall goal is to ensure students are career and college ready. By integrating reading, writing, and math through the arts, overall student performance on standardized tests will increase.

5	Family/Community Engagement - Increase parental involvement with a focus on empowering parents to assist their child(ren) for higher student performance.	Brennemann School has established linkage agreements with community representatives that will provide parents and students within the community additional resources. Parental engagement is an important factor in a child's education and Brennemann School collaborates with parents to provide extracurricular activities such as Family Math & Science Night, Family Literacy Night, World Fair etc. Research suggests that family is the foundation of student growth and Brennemann School focuses on empowering parents with knowledge and skills to assist their child(ren) at home. Brennemann School is committed to providing families with the opportunities to attend educational workshops to gain a better understanding of the reading, writing, and mathematical foundational skills required at each grade level.
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Strategic Priority 1



Strategic Priority 2



Strategic Priority 3



Strategic Priority 4



Strategic Priority 5
