



Joseph Brennemann Elementary School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/07/2018	ALL	Review Components of CIWP, select meeting dates and times
03/20/2018	ALL	SEF Framework and Priorities
03/22/2018	ALL	Goal Setting

04/03/2018	ALL	Strategies
04/05/2018	ALL	Action Steps
04/10/2018	ALL	Fund Compliance
04/17/2018	ALL	Parent Involvement (3 Components)

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

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Administration and teachers create a culture of collective responsibility for the success of all students through professional development, grade level team meetings, and instructional leadership meetings. Teachers at Brennemann School collaborate as a team to continually analyze student data, review teaching and learning best practices, and implement a coherent math and literacy program that is universally designed across all grade levels.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

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The instructional leadership team reviews, reflects, refines and set priorities for teaching and learning at Brennemann School. Most recently, the ILT team identified that our school's priority is to increase student growth in both reading and math, as it has regressed significantly from the previous school year. The ILT identified the root causes of low student growth to be: 1) Lack of differentiated center activities, 2) lack of individualized student instructional materials and resources, 3) limited (effective) instructional teaching practices. The leadership team meets on a bimonthly basis to design and implement learning opportunities that will ensure staff acquire and utilize the essential skills, tools, strategies and processes to optimize learning for all students. Finally, the ILT members facilitate school-wide professional development, grade level meetings, and model best practices for general education and special education teachers in both reading and math.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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Brennemann School nurtures a collaborative culture where staff are valued, empowered, and committed to continuous improvement. Our school employs professional learning communities and provides professional development that is tailored to each staff member's individual needs. Examples of professional learning include: examination of student work, lesson pacing and planning with a focus on data-driven instruction, data-driven student groupings, higher order questioning techniques, and differentiated learning centers where students engage in collaborative interaction. In addition, all teachers have common grade level planning, five times per week. Teachers are encouraged to collaborate with their peers on best practices in teaching and learning, in addition to observe in their peers classrooms and glean some best practices from distinguished teachers.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

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-Brennemann School's instructional leadership team has designed a universal time distribution for reading and math, which follows CPS guidelines to maximize instructional time. All teachers adhere to this time distribution schedule.

-School discretionary funds are aligned to Brennemann School's CIWP priorities. Teachers continually write and receive grants from donors choose to fund classroom materials needed to supplement their teaching.

-The hiring process for new staff members is conducted through a collaborative team effort. A team of teachers conduct the interviews with pre-generated questions (specific to the subject and grade level) and use rubrics to evaluate the candidate. Interview teams consist of administrators, grade level teacher(s), lead teachers, the instructional coach and/or diverse learner teacher(s). All candidates that are strongly considered must create a high quality lesson plan and implement that lesson in one of our classrooms. The decision to hire a teacher is made through a collective team effort and ultimately a decision that is based on which candidate would provide the highest quality of instruction for the students of Brennemann School.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Through the rigorous curriculum at Brennemann School, teachers empower students to become global and digital thinkers who appreciate and respect diversity, participate as responsible citizens, see the world as their classroom, and use media and technology skillfully and responsibly. All units of instruction are designed and created by teachers and are aligned to the Common Core State Standards. All students at Brennemann School, including diverse learners and English language learners, are exposed to the general education curriculum. Teachers teach the same grade level content, however; the lessons and materials are modified and differentiated to meet the individual student's needs. In addition, Brennemann School implements a literacy block structure that provides all teachers (school wide) with a comprehensive, succinct and intentional reading block structure where all components of balanced literacy are included. In addition, the literacy block structure allows teachers to execute instruction with precision, further maximizing instructional minutes and most importantly, increasing student achievement.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

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All teachers and students have access to high quality, standards-aligned instructional materials, resources, and technology. All classrooms are equipped with nonfiction book sets as part of their classroom libraries, leveled reader sets for guided and independent reading, laptops/iPads for online learning (Stride Academy, Blue Streak, IXL), and manipulatives to support mathematics instruction. As grade levels enhance and adapt their curriculum, new materials are purchased to ensure teachers are able to teach the curriculum with fidelity.

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.

- Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UCA PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

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It is the school expectation that activities and tasks engage students in meaningful learning experiences that require critical thinking, curious exploration, creative expression, and collaborative interaction. Teachers create rigorous literacy and math activities as part of their weekly lesson plan submission. Lesson plans are thoroughly reviewed by Brennemann School's instructional coach and immediate feedback is provided to the classroom teachers. In addition, the instructional coach meets with teachers on a weekly basis to review student work and classroom instruction to determine if the tasks effectively address the objective and standard and are rigorous enough to move student thinking and understanding forward.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRIP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look For (Observation Tool)
✓	Checking In: Do Classroom Assignments Reflect Today's Higher Standards?
✓	Student Work Protocol (SQRIP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives. (adapted from Creating Pathways to Success, Ontario)

- Brennemann School administration and teachers meet with students entering kindergarten, third, sixth, and eighth grade to prepare parents (and students) for expectations of learning and behavior. Parents are provided with an overview of the curriculum and instruction, provided with the promotion criteria (3,6,& 8) as well as a tour of the school building.
- Brennemann School regularly communicates with local high schools to promote effective transitions from elementary school to high school. The administration counsels students and parents on the high school application procedure so that all students are aware of their academic opportunities beyond elementary school.
- College signs are being hung outside of each classroom to reinforce the expectation that all students can go to college.
- Brennemann School has a student council which is comprised of two students from grades 3-8. These students play a leadership role and have voice in some decisions made at the school level.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliiteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.

- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b, Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2004)
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Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

Instruction is the most important aspect of teaching and learning. A majority of Brennemann School's professional development and grade level meetings are focused on domain 3 (instruction). When planning instruction, teachers set clear learning objectives based on the common core standards. At the beginning of instruction, teachers communicate learning objectives to students by displaying them in writing and stating them verbally. This enables students to understand the importance of what they are learning, why they are learning it, and how it relates to other learning taking place in the classroom. More specifically, students are able to see the connection between what they are doing in class and what they are supposed to learn. Throughout instruction, students are invited to engage in inquiry activities, classroom discussion and debates, and higher order thinking questions that require text referencing. Teachers purposefully write and plan higher order thinking questions and submit them in conjunction with their weekly lesson plans. During classroom instruction, students are expected to participate in discussions with one another to deepen their understanding of the content. A majority of the instructional time follows the workshop model where teachers begin their instruction with a mini lesson to introduce and explicitly teach the skill/concept, followed by student exploration and discovery of the skill in small groups, and then students have time for independent practice of the skill where the teacher can informally assess the students. Teachers use this informal assessment to guide their instruction for the following day.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.

- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Teachers use summative, formative, screening, diagnostic, and progress monitoring assessments to accurately identify specific gaps in student learning and monitor student improvement. Brennemann School has a uniform grading scale and teachers work together to ensure they are administering common assessments across grade levels. Teachers review data from assessments during weekly grade level meetings under the guidance of the instructional coach. Data is used to direct and drive instruction and decide student grouping and differentiation. In addition, teachers use data to communicate with other teachers across grade levels. They share information about student's strengths and weaknesses with teachers at the next grade level to create awareness of student progress and achievement and to plan ahead for what students will need in the future.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their

- answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	Now What? Materials to Support Improvement Planning
	✓ CPS Balanced Assessment Framework & Assessment Models
	✓ Assessment Design Toolkit
	✓ Teacher Made Assessment Basics
	✓ Grading principals and guidelines
	✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 **2** 3 4

Time has been allocated during professional development and grade level meetings to discuss the MTSS process, complete appropriate documentation, and discuss interventions among colleagues. Classroom interventions are in place for tier 1 students who struggle with specific skills. Interventions include guided reading, differentiated center work, small group instruction, and/or use of hands-on manipulatives. Students in Tier 2 receive interventions in a small group setting, three times a week, and their progress is monitored bimonthly. Students in Tier 3 receive individual interventions on a daily basis. These students are progress monitored on a weekly basis.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**

- Empower student to advance their learning.
- Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
- Classrooms are student-centered with student agency.
- Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to “get it right.” There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 3 4

Brennemann School provides students with a supportive culture through a safe, nurturing and innovative learning environment. Teachers are expected to create a classroom that feels welcome, joyful, and safe for all students and families. Teachers receive professional development and coaching on how to create and maintain a physical environment where space is organized and appealing, print makes students' learning and thinking visible, and resources/books reflect the students' home cultures and broaden their exposure to new ideas. In addition, teachers are expected to teach children procedures and routines for using all aspects of the school building. School-wide expectations are posted in the main office and in ALL classrooms in the building. Teachers go over these expectations the first day of school with all students. Administration works with teachers, using the REACH observation rubric with critical attributes, to push teachers to ensure students take ownership in their learning and work. Student portfolios are reviewed on an ongoing basis with the instructional coach and teacher feedback is examined critically.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/te) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 3 4

Adult to student interactions in the building are extremely respectful and positive. Teachers collaborate and communicate effectively with one another and serve as positive role models for students. This is evident by the 5essentials survey and by what students share with staff members at Brennemann School. Students are given additional opportunities to build relationships with peers during after school programming (sports, Girl Scouts, book club, etc.). There are specific adults in the building that mentor students and provide restorative conversations to ensure the school environment stays positive.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CP&S Framework for Teaching	<ul style="list-style-type: none"> 1b, Demonstrating Knowledge of Students 2a, Creating an Environment of Respect and Rapport
CP&S Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD) 	

Student Voice, Engagement, & Civic Life:

Score

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

1 2 3 4

The administration at Brennemann School engages businesses, agencies, families, and community members as partners in supporting the mission and vision of our school. Students are provided with a wide range of extracurricular and enrichment opportunities. We have a consistent and high quality after school sports program, FLAG Team (Future Leaders of American Government), student council, book club and before and after school academic programs.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**

- Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
- Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
- School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ IJVNS Student Survey completion rates and results ▪ Artifact from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

Brennemann School employs an Emergency Management Comprehensive Plan to ensure the safety of students and staff at all times. The emergency management team (comprised of staff and teachers) effectively communicates safety procedures and protocols to staff via principal directed preparation periods and staff meetings. Teachers communicate safety procedures and protocols to their students. In addition to emergency plans and procedures, the transitions between classes, to and from prep, lunch, and recess are structured and well-managed. Students and staff are aware of expectations for transitions and walking in the hallways. All staff members at Brennemann School take an active role in student supervision. Staff members correct student misbehavior and model appropriate behavior to ensure there is an optimal learning environment for students to be successful.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**

- Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
- Students initiate and lead some school improvement initiatives.
- Students participate in democratic decision-making at the school level.
- Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel/)

Restorative Approaches to Discipline:

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

1 2 3 4

During the 2017-2018 school year, Brennemann School has had a large increase in in-school and out-of-school suspensions. All disciplinary referrals begin by using restorative practices. Community building, principal summits, and collaborative conversations are utilized as an outlet for students to reflect on the decisions they make. One member of our staff attends all Network Dean and Disciplinary Meetings which focus on restorative approaches to student discipline.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 **2** 3 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

At Brennemann, the 5Essentials Survey consistently shows that this is an area for improvement. Allocating resources to increase parental engagement in Brennemann will not only result in a positive culture at the school, but will likely improve student achievement and motivate students to strive towards greater academic levels. We strongly believe that children learn best when educators develop meaningful partnerships with parents, encouraging and valuing input and feedback from home.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts
Suggested Evidence	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset

Goals

Required metrics (Elementary)

18 of 18 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
National School Growth Percentile - Reading					
Brennemann School should see an increase in the percentage of students making growth in reading through the implementation of a school wide literacy block, differentiation of student activities within literacy centers, effective small group guided reading instruction, purposeful and planned tiered questioning, consistent progress monitoring of students, and weekly coaching and instruction/lesson plan review from the school literacy coach.	83.00	64.00	96.00	70.00	(Blank)
National School Growth Percentile - Math					
Brennemann School should see an increase in the percentage of students making growth in math through the implementation of a math workshop model, individualized guided math instruction, planned and purposeful tiered questioning, differentiated student activities at learning centers, and consistent progress monitoring of student performance.	90.00	37.00	88.00	45.00	(Blank)
% of Students Meeting/Exceeding National Ave Growth Norms					
The percentage of students meeting/exceeding national average growth norms will increase through highly rigorous and effective classroom instruction. More specifically, norms will improve through intentional and purposeful lesson plan preparation, consistent progress monitoring and review of student data, and implementation of differentiated instruction and individualized learning plans (based on review of student data).	65.10	55.00	73.00	60.00	(Blank)
African-American Growth Percentile - Reading					
Brennemann School has a large percentage of African American students and it is our priority to close the achievement gap between African American students and their peers. We believe we can achieve this by exposing our students to a highly rigorous reading curriculum that reflects our students' cultural and communal experiences and realities. In addition, we will shift the way reading has been taught by supplementing technical reading instruction with critical reading instruction so that students will read in ways that will help them better understand the world around them and their role within it. We will also implement a robust early literacy program where all students K-2 will learn foundational reading skills to allow them be successful critical readers and thinkers in grades 3-8. Brennemann School will also make a greater effort to create opportunities for parents to be more active participants in their child's reading achievement through school wide programs such as Black History Night, Family Literacy Night, etc.	73.00	62.00	95.00	67.00	(Blank)
Hispanic Growth Percentile - Reading					
Brennemann School has a large percentage of Hispanic students and it is our priority to close the achievement gap between Hispanic students and their peers. We believe we can achieve this by exposing our students to a highly rigorous reading curriculum that reflects our students' cultural and communal experiences and realities. In addition, we will shift the way reading has been taught by supplementing technical reading instruction with critical reading instruction so that students will read in ways that will help them better understand the world around them and their role within it. We will also implement a robust early literacy program where all students K-2 will learn foundational reading skills to allow them be successful critical readers and thinkers in grades 3-8. Brennemann School will also make a greater effort to create opportunities for parents to be more active participants in their child's reading achievement through school wide programs such as Hispanic Heritage Night, Family Literacy Night, etc.	97.00	(Blank)	91.00	91.00	(Blank)

English Learner Growth Percentile - Reading

Brennemann School has a large percentage of English Learners. Through teacher professional development and highly differentiated instruction based on student language proficiency levels, Brennemann School should see an increase in English Learners reading comprehension.

(Blank) (Blank) 48.00 48.00 (Blank)

Diverse Learner Growth Percentile - Reading

Brennemann School will provide professional development opportunities for teachers that will focus on differentiated questioning techniques, IEP review to apply individualized instruction, and differentiated learning centers. Teachers will continually progress monitor student performance in reading and individualize student work based on collected data. More specifically, teachers will modify instruction and provide appropriate interventions without lowering expectations. As a result, the percentage of diverse learner students making growth in reading should increase.

76.00 (Blank) 7.00 15.00 (Blank)

African-American Growth Percentile - Math

Brennemann School has a large percentage of African American students. Brennemann School should see an increase in the percentage of African American students making growth in math by exposing our students to a highly rigorous math curriculum that is accessible to all learners and empowers them with the knowledge and skills to be engaged learners. In addition, through the implementation of a math workshop model, individualized guided math instruction, planned and purposeful tiered questioning, differentiated student activities at learning centers, and consistent progress monitoring of student performance, African American growth in math should increase.

83.00 39.00 87.00 45.00 (Blank)

Hispanic Growth Percentile - Math

Brennemann School has a large percentage of Hispanic students. Brennemann School should see an increase in the percentage of Hispanic students making growth in math by exposing our students to a highly rigorous math curriculum that is accessible to all learners and empowers them with the knowledge and skills to be engaged learners. In addition, through the implementation of a math workshop model, individualized guided math instruction, planned and purposeful tiered questioning, differentiated student activities at learning centers, and consistent progress monitoring of student performance, Hispanic growth in math should increase.

97.00 (Blank) 79.00 79.00 (Blank)

English Learner Growth Percentile - Math

Brennemann School has a large percentage of English Learners. Through teacher professional development and highly differentiated instruction based on student language proficiency levels, Brennemann School should see an increase in EL growth in Math. In addition, teachers will design instruction to include the use of math manipulatives to make math comprehensible for EL learners.

(Blank) (Blank) 48.00 48.00 (Blank)

Diverse Learner Growth Percentile - Math

Brennemann School will provide professional development opportunities for teachers that will focus on differentiated questioning techniques, IEP review to apply individualized instruction, and differentiated learning centers. Teachers will continually progress monitor student performance in math and individualize student work based on collected data. More specifically, teachers will modify instruction and provide appropriate interventions without lowering expectations. As a result, the percentage of diverse learner students making growth in math should increase.

99.00 (Blank) 8.00 15.00 (Blank)

National School Attainment Percentile - Reading (Grades 3-8)

Through the implementation of a highly rigorous reading curriculum, differentiation of student activities within literacy centers, effective small group guided reading instruction, purposeful and planned tiered questioning, consistent progress monitoring of students, Brennemann School should see an increase in the percentage of students making growth in reading. In addition, teachers will be provided with weekly support from the school literacy coach. More specifically, the literacy coach will provide professional development on critical reading and help teachers effectively apply the content they learn to their classroom instruction. Brennemann School will also provide morning and after school reading programs for students.

67.00 71.00 72.00 74.00 (Blank)

National School Attainment Percentile - Math (Grades 3-8)

Brennemann school will provide students with a highly rigorous math curriculum, individualized guided math instruction, planned and purposeful tiered questioning, differentiated student activities at learning centers, engaging and effective math manipulatives and consistent progress monitoring of student performance. As a result, there should be an increase in the number of students meeting and exceeding the attainment percentile in math.

61.00 60.00 50.00 63.00 (Blank)

National School Attainment Percentile - Reading (Grade 2)

By providing students with a robust early literacy program all students K-2 will learn foundational reading skills to allow them be successful critical readers and thinkers. In addition, teachers will be provided with weekly support from the school literacy coach. The literacy coach will provide professional development on guided reading strategies, intentional read aloud strategies and essential early literacy skills. Brennemann School will also provide morning and after school reading programs for students. Resultantly, there should be an increase in the students meeting and exceeding the attainment percentile.

64.00 23.00 57.00 30.00 (Blank)

National School Attainment Percentile - Math (Grade 2)

Brennemann school will provide students with a highly rigorous math curriculum, individualized guided math instruction, planned and purposeful tiered questioning, differentiated student activities at learning centers, engaging and effective math manipulatives and consistent progress monitoring of student performance. As a result, there should be an increase in the number of students meeting and exceeding the attainment percentile in math.

70.00 66.00 66.00 69.00 (Blank)

% of Students Making Sufficient Annual Progress on ACCESS

By providing students with rich, differentiated, English language instruction by the BLT teacher, in conjunction with a rigorous morning school program, Brennemann School students will make sufficient annual progress on ACCESS testing.

37.30 (Blank) 58.00 58.00 (Blank)

Average Daily Attendance Rate

Regular attendance is critical for student achievement. All teachers are strongly encouraged to contact parents when a student is absent from school. In addition, Brennemann School implements a school wide incentive program to motivate students to attend school each day.

97.00 97.80 97.50 97.90 (Blank)

My Voice, My School 5 Essentials Survey

The My Voice, My School 5 Essentials Survey is thoroughly explained to teachers, students, and parents before administration.

(Blank) (Blank) (Blank) (Blank) (Blank)

Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

Provide meaningful, research based professional development, opportunities for teacher collaboration within professional learning communities, and highly effective instructional coaching

...then we see...

Teachers applying the content learned from professional development to their classroom instruction, teachers working together to enhance instructional practices, and teachers engaged in one on one instructional coaching on reading and math best practices

...which leads to...

Increase growth so 60% are Meeting/ Exceeding National Average Growth Norms in reading and 63% are attaining at grade-level or above in mathematics.

Tags:

Professional Learning, Instructional Coaching, Teacher Teams/Collaboration, Aligned resources, Best practice, Approaches to teaching and learning, Allocations of funds for purchasing materials for instruction and professional development, Planning for instruction

Area(s) of focus:

3

Action step

The Instructional Leadership team will conduct 20 hours of professional development during staff development and institute days. Topics will include rigorous instructional strategies to increase student engagement, differentiated learning centers, developing higher order thinking questions, and effective classroom management strategies.

Responsible

Principal
Assistant Principal
Literacy Coach
Lead Teachers (ILT)

Timeframe

Aug 27, 2018 to Jun 21, 2019

Status

Not started

Summer supports, Allocations of funds for purchasing materials for instruction and professional development, Curriculum mapping, Instructional strategies, Learning centers, After school

Teachers will collaborate in professional learning communities on a weekly basis. All special education teachers will have common planning periods with their grade level team to ensure they are providing diverse learners with a Least Restrictive Environment. Examples of professional learning will include the examination of student work to inform student groupings, review of lesson pacing and planning with a focus on data driven instruction, higher order questioning techniques, and differentiated learning centers where students engage in collaborative interaction.

Literacy Coach
Teachers
Teacher Assistants

Jun 25, 2018 to Jun 21, 2019

Not started

Lesson planning, Collaborative teachers, Learning centers, After school, Lesson pacing, Questioning, Analyze student work

Strategy 2

If we do...

Refine instructional practices in reading, based on the analysis of end-of- year student data and effective use of a rigorous, common core based curriculum.

...then we see...

A well planned and executed reading workshop, including a mini lesson, an intentional read aloud, and shared reading and writing. Within this reading workshop, we will see differentiation of student activities and literacy centers, effective small group guided reading instruction, and purposeful and planned tiered questioning.

...which leads to...

Increased student growth to 70% and attainment to 74% in reading.

Tags:

Data analysis, Data driven instruction, Common core state standards, Allocate funds

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

The instructional leadership team will work with teachers to analyze end of year student data to determine instructional priorities for the upcoming school year. In addition, the literacy and math coach will work closely with teachers to ensure progress monitoring is ongoing and current data is used to inform fluid student groupings and further drive instruction.	Instructional Leadership Team	select	Not started
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Progress monitoring, Flexible grouping, Literacy coach, Analyze data, Analyze student work

Provide teachers with iPads, new lap tops, interactive flat screen panel boards in all classrooms, and new classroom sets of literature to enhance reading instruction.	Principal	select	Not started
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Technology, Novel instruction, Instructional material, technology, supplemental material, funds, purchase

The instructional leadership team will plan and develop a summer professional development program for teachers to further enhance reading and math instruction using rigorous common core curriculum and best practices. The ILT will also develop a comprehensive before and after school program, which targets specific students based on students current level of performance.	Principal Assistant Principal Literacy Coach Reading and Math Consultants	select	Not started
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Teacher Teams/Collaboration, Reading strategies, Allocations of funds for purchasing materials for instruction and professional development, Math instruction

Strategy 3

If we do...	...then we see...	...which leads to...
Implement a school wide rigorous reading and math structure and provide professional development and ongoing coaching support for teachers on how to create rigorous student tasks.	Students engaged in integrative tasks that are aligned to standards-based learning objectives and high learning expectations where students are persevering, initiating improvements, addressing critiques, making revisions, adding detail, and/or helping peers.	Increased growth to 70% in reading attainment and 45% in math attainment and decreased behavior problems.

Tags:
Math curriculum, Allocations of funds for purchasing materials for instruction and professional development, Coaching support, Literacy reading

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Teachers will plan and assign tasks that are cognitively challenging based on individual students needs. More specifically, they will provide effective small group guided reading instruction, and intentionally plan tiered higher order thinking questions that require students to provide evidence of their reasoning. Teachers will also be expected to effectively differentiate student work to meet the needs of all learners during student tasks and assignments. In addition, teachers will regularly examine student work to gauge rigor in an effort to create high learning expectations and an environment where students take on responsibility.	Teachers	select	Not started

Guided reading, Teacher collaboration, Higher order thinking, Allocate funds

(Blank)	(Blank)	select	Behind
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Action Plan

Strategy 1

NOT STARTED

The Instructional Leadership team will conduct 20 hours of professional development during staff development and institute days. Topics will include rigorous instructional strategies to increase student engagement, differentiated learning centers, developing higher order thinking questions, and effective classroom management strategies."

Aug 27, 2018 to Jun 21, 2019 - Principal Assistant Principal Literacy Coach Lead Teachers (ILT)

Status history



NOT STARTED

May 01, 2018
Evidence

NOT STARTED

Teachers will collaborate in professional learning communities on a weekly basis. All special education teachers will have common planning periods with their grade level team to ensure they are providing diverse learners with a Least Restrictive Environment. Examples of professional learning will include the examination of student work to inform student groupings, review of lesson pacing and planning with a focus on data driven instruction, higher order questioning techniques, and differentiated learning centers where students engage in collaborative interaction."

Jun 25, 2018 to Jun 21, 2019 - Literacy Coach Teachers Teacher Assistants

Status history



NOT STARTED

May 01, 2018
Evidence

Strategy 2

NOT STARTED

The instructional leadership team will work with teachers to analyze end of year student data to determine instructional priorities for the upcoming school year. In addition, the literacy and math coach will work closely with teachers to ensure progress monitoring is ongoing and current data is used to inform fluid student groupings and further drive instruction."

- Instructional Leadership Team

Status history



NOT STARTED

May 01, 2018
Evidence

NOT STARTED

Provide teachers with iPads, new lap tops, interactive flat screen panel boards in all classrooms, and new classroom sets of literature to enhance reading instruction."

- Principal

Status history



NOT STARTED

May 01, 2018
Evidence

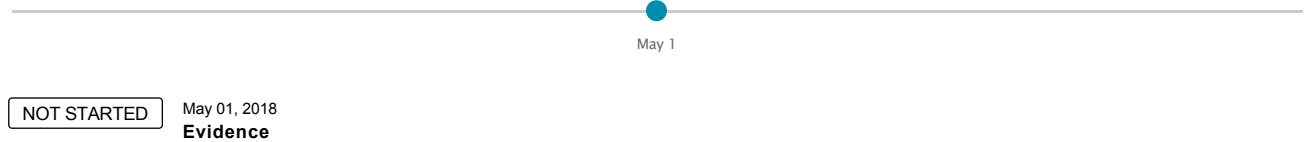
NOT STARTED

The instructional leadership team will plan and develop a summer professional development program for teachers to further enhance reading and math

instruction using rigorous common core curriculum and best practices. The ILT will also develop a comprehensive before and after school program, which targets specific students based on students current level of performance."

- Principal Assistant Principal Literacy Coach Reading and Math Consultants

Status history

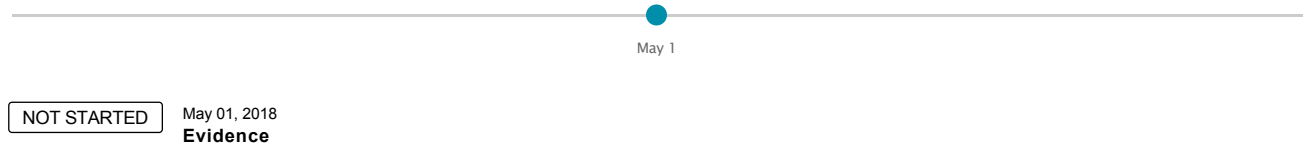


Strategy 3

NOT STARTED
Teachers will plan and assign tasks that are cognitively challenging based on individual students needs. More specifically, they will provide effective small group guided reading instruction, and intentionally plan tiered higher order thinking questions that require students to provide evidence of their reasoning. Teachers will also be expected to effectively differentiate student work to meet the needs of all learners during student tasks and assignments. In addition, teachers will regularly examine student work to gauge rigor in an effort to create high learning expectations and an environment where students take on responsibility."

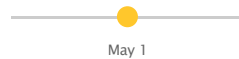
- Teachers

Status history



BEHIND "

Status history



BEHIND May 01, 2018
Problem
Root Cause
Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

Schools must involve parents and family in the joint development and periodic review and revision of the ESSA, Title I school parental and family engagement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Parents will continue to be members of the School-wide Title I Advisory Committee. As members, they will be integral in the development of the school-wide plan, including the Parental Involvement Plan. Parents will be given information and will be provided with an open forum to discuss ideas At LSC meetings and PAC meetings. These meetings will also involve parents in decision making. In addition, a Parent Needs/Evaluation survey will be administered each spring to seek input regarding the effectiveness of the overall school-wide program and Parental Involvement Plan. Information collected from the survey will be used to complete the Comprehensive Needs Assessment, and to determine the overall effectiveness of the school-wide program and the parental involvement plan. Results will be made available to parents and the local community. The Schoolwide Plan will be available for parents in the school's main office and school library.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

An annual meeting will be held at Brennemann School to inform parents about the school-wide and Title I requirements and offerings. All parents will be invited to attend the annual meeting which will include an explanation of the School-wide Title I Plan. The explanation will include the benefits and activities, federal guidelines, and the role, rights and responsibilities of all parents in the education of their children. Parents will also be notified of their right to know the qualifications of their child's teacher and whether that teacher is highly qualified. If applicable, parents will be notified of the services their child is receiving from a paraprofessional. Title I will be addressed at every parent training. These opportunities to address Title I will be offered during the day and in the evening. Parents will be made aware of the benefits and guidelines of the federal programs and budgetary requirements. In addition, parents will be involved in the planning, review, and improvement of the school-wide program in an organized, ongoing and timely manner. Parents will be included as members of the School-Wide Title I Advisory Committee and as integral partners in the development of the School-Wide Plan which includes the parental involvement plan. Parents will be provided with detailed information about programs, curriculum, assessment and achievement expectations. Opportunities for regular meetings to review and assist in improving student progress will be scheduled, if requested by parents. The Title 1 Annual Meeting is scheduled for September 12, 2018 at 11:00AM. The Title 1 PAC Organizational Meeting is tentatively scheduled for September 12, 2018 at 11:30AM.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Parents will be notified at the annual meeting and in the school-wide document that they may submit comments if they disagree with any aspect or component of the Chicago Public School System Title I Plan and the Brennemann School-Wide Title I Plan, which includes the parental involvement plan. In addition, parents will be notified at the annual Title I meeting that the Spring Needs/Evaluation survey is an excellent opportunity to make comments and suggestions for program improvement. A comment section will be provided for narrative responses. Suggestions made in these meetings will be implemented immediately after approval of the local school council, leadership team, and administration of the school.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

Parents will be provided with a report of their student's performance on state assessments in all applicable subjects during Open House, Report Card Pick-Up/Teacher Conferences, and during one-on-one meetings with the teacher.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

Parents will be notified immediately via letter when their child has been assigned to, or taught by, a teacher who is not "highly qualified".

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Brennemann School will provide parents with monthly meetings where the Instructional Leadership Team will explain the state's academic content standards and academic achievement standards. Parents will also be trained on how to monitor their child's academic progress using Gradebook. Progress reports and progress monitoring will be sent to parents every five weeks.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

Parents will be provided with information, resources, materials, and training at parent workshops and during the school's monthly meeting with parents. In addition, Brennemann School's literacy coach will hold a workshop where parents can learn how to best support their child's reading progress at home.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

The school staff will be made aware of the valuable contributions from parents during a weekly staff meeting. Teachers will examine the correlation between student achievement and parental involvement, and brainstorm ways to increase parent involvement in their child's education, including communicating with parents regarding potential volunteer opportunities at the school. Teachers will also be provided with professional development and research articles that emphasize the positive impact of parental involvement on a student's academic success.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

Brennemann School's pre-school parents will be encouraged to attend monthly meetings and workshops with the school staff and outside community partners. Through these partnerships, parents will have the opportunity to engage in activities with their child(ren) in an effort to enhance student academic achievement. Books, articles and other sources of information will be shared with parents regularly to improve student achievement.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

Pertinent information will be provided to parents through classroom newsletters, school-wide newsletters, flyers, marquee, and letters sent home to parents. Brennemann School will make its best effort to translate all parent communication into the parent's primary language.

Policy Implementation Activities

The LSC will approve the school improvement plan and monitor the CIWP.



In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.



The school will coordinate the parent and family engagement programs identified in the CIWP.



The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

To improve overall academic achievement, Joseph Brennemann School commits to involve school personnel, students, parents and members of the wider community as partners in an ongoing process of academic improvements. We will produce life-long learners by constructing an environment of excellence, responsibility and diversity that fosters intellectual, social and technological skills. This will be accomplished through professional development, structured learning experiences, and parental support. By building a partnership with students, parents and the community, Joseph Brennemann School administration and faculty believe that we can motivate all students to strive for excellence and take an active and responsible role in their learning so that they will be competent and literate, proficient in technology, and able to reason critically and work cooperatively to reach their goals in life.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

An open house will be held in the second week of September, 2018 where teachers will provide parents with an overview of their curriculum for the school year. In addition, report card pick-up opportunities will take place in November 2018 and April 2019. Parent/Teacher conferences will also take place on an individual basis during teacher preparation periods. These conferences will be scheduled by the teacher as needed.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

Progress reports will be distributed to parents every five weeks. In addition, parents will be contacted by the classroom teacher if their child is receiving a D or F in reading or math before progress reports and report cards are disseminated.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents can consult with school staff during their preparation period. Parents will be made aware of the specific time the teacher has his/her preparation period during open house. The administration is available during school hours each day.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents will be permitted to participate in classroom volunteer opportunities that are coordinated by the teachers. Additionally, parents will be encouraged to participate in daily volunteer opportunities arranged by administrators. Volunteer coordination is completed through an online application found on the Chicago Public Schools website.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents will be encouraged to attend monthly meetings where topics will include attendance, classroom learning, and homework completion. Every student will be encouraged to carry a folder which contains school and parent correspondence and daily homework assignments.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents can participate in local school council meetings, join the BAC and/or PAC, and work with the principal on enhancing their child's educational experience. Brennemann School has quarterly parent meetings that encourage dialogue and communication between the school and home.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students at Brennemann School sign an annual learning contract where they agree to the school's attendance, behavior and learning expectations. In addition, upper grade students will keep an agenda to record their homework assignments in an effort to promote organizational skills and encourage on task behavior.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

April-June 2019: Parents will be trained on the Common Core State Standards in Reading and Math, including the 8 Standards of Mathematical Practice. In addition, parents will be provided with websites and apps, along with paper copies of materials they can utilize at home. As a result, Brennemann school will bridge the gap between home and school.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**

\$	Amount	.00
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52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

53405 **Supplies**

\$	251	.00
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In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.

53205 **Refreshments**

\$	Amount	.00
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Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

54125 **Consultants**

\$	2000	.00
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For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

54505 **Admission and Registration Fees, Subscriptions and memberships**

\$	Amount	.00
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For Parents use only.

<p>54205</p>**Travel**

\$	Amount	.00
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Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

<p>54565</p>**Reimbursements**

\$	Amount	.00
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Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

<p>53510</p>**Postage**

\$	Amount	.00
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Must be used for parent and family engagement programs only.

53306 **Software**

\$	Amount	.00
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Must be educational and for parent use only.

55005 **Furniture and Equipment**

\$	Amount	.00
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Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.
