

BRENTANO

Geographic Area - Logan



| Official School Name |
|---|
| Lorenz Brentano Math & Science Academy ES |

| Address |
|-------------------------|
| 2723 N Fairfield Ave |
| Chicago, Illinois 60647 |

| Number Of Students Served | Capacity | Utilization | Adjusted Capacity | Adjusted Utilization |
|---------------------------|----------|-------------|-------------------|----------------------|
| 409 | 960 | 43% | | |

| School Type | Grades Served | Performance Rating | Space Use Status | Adjusted Space Use Status |
|--------------|---------------|--------------------|------------------|---------------------------|
| Neighborhood | Pre-K-8 | Level 3 | Underutilized | |

Mission Statement as of May 2013

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

School Priorities as of May 2013

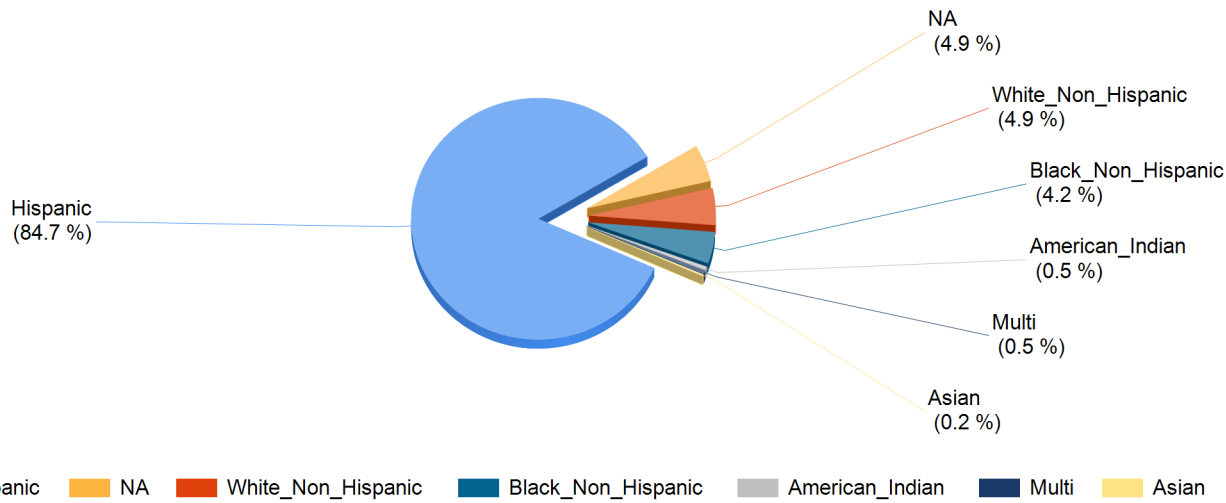
| Description | Rationale |
|---|---|
| <p>Based on our Theory of Action literacy instruction must be implemented with fidelity and aligned to the CCSS.</p> <p>Complex non-fiction text will be used across the grades for literacy instruction.</p> <p>Teachers will analyze student data to inform instruction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

| | |
|---|--|
| <p>Teachers will implement rigorous mathematical instruction aligned to the CCSS, keep pace with the math curriculum and provide students with interventions..</p> | <p>Results from the Principals's Performance Score Card of 2011, ISAT Meet and Exceed, Exceed and Value Added Score for Math indicate the following: - 42.6 percent of the Prkg- 2nd graders are at or above grade level based on mClass. -44.2 percent of 3-5 raders are at or above grade level (50th percentile) based on Scantron results. - 54.4 percent of 6-8 are at or above grade level (50th percentile) according to Scantron. These results indicate a need for student improvement in applying mathematical concepts and effectively communicating their thinking in writing to support findings. This priority will impact instruction becasue it closes the acheivement gap and prepares students for college and career readiness. The number of students that meet/exceed standards. A decrease in the number of students at the 30 percentile.</p> |
| <p>Rtl intervention will be provide consistent, research-based reading, math and behavior interventions to students identified below the 30th percentile on Scantron, in the intervention and strategic ranges on DIBELS and mClass, or meeting a set of behavior criteria, as measured by universal screeners administered three times per year (academic interventions) and by student beahvior data (behavioral interventions)</p> | <p>Early literacy assessment results indicate that -51% of our PreK-2nd grade students did not meet expected growth for reading during the 2011 school year. -57% of our students did not meet expected growth in early math. -Grades 3-5 results show 55% did not meet expected growth in math -69.2% are not performing at or above grade level in reading. -Grades 6-8 results show 69.1% did not perform at or above grade level standards in reading -45% did not meet in math. - Behavior data suggests that 99% of office referrals are written for some type of student disrespect (verbal bullying, physical aggression, defiance, disruption, etc). This priority will impact instruction by decreasing the number of students at the 30 percentile. The interventions provided will increase the number of students that are at the meet or exceed levels. The number of students whose behavior impact instruction in a negative way will be reduced. The number of office referrals will be reduced. The school's goal to increase student achievement, close the achievemnt gap and increase college and career readiness for all students will be met through fidelity and monitoring the Rtl process.</p> |
| <p>Provide English Language learners with strategic support in the native language and ESL instruction to increase the number of students that meet ACCESS exit scores and meet or exceed standards.</p> | <p>Brentano Math & Science Academy has 31% of English Language Learners. Compliance reports from 2012 indicate concerns linking instructional lesson plans with the WIDA standards for each subject area. In addition, teachers must integrate ESL into the instructional day. Intructional support must be provided for students that are new to the country and require native language instruction. The number of ELL students that meet/exceed state standards will increase. ELL students will be prepared to meet college and career readiness. ELL students will meet ACCESS exit levels with in an approprate time-framame</p> |

Programs & Services

| | |
|--|---|
| Advanced Placement Courses | No |
| CTE: Citywide | No |
| CTE: Other | No |
| CTE: Traditional Academy | No |
| CTE: Traditional Program | No |
| Health and Wellness | Crisis Intervention Services, School-based Dental Services |
| IB Wall-to-Wall/Programme | No |
| School-wide Programs and Models | Early Childhood Program, Kindergarten, After School All Stars, You Be the Chemist, Supplemental Educational Services (SES) Tutoring |
| Selective Enrollment/Gifted Program | No |
| Service Leadership | No |
| Sports and Fitness | 16" Softball, Boys' Basketball, Boys' Soccer, Boys' Tennis, Girls' Basketball, Girls' Soccer, Girls' Tennis, Girls' Track |
| Supports And Resources | Brentano offers a Math and Science Magnet program. A research-based curriculum is offered at all grade levels. We have two computer labs, Smart Board Technology and Science Labs. Teachers participate in professional development regularly and implement best practices in their teaching. Our mission is to educate the whole child and prepare them to be citizens of the world. |
| Theme Based Magnet | No |

% of students by race/ethnicity



| % Special education & students with disabilities | % English language learners | % Receiving free or reduced lunch | % Students in temporary living situations | % attending students who reside in neighborhood if boundary | % attending students who reside in neighborhood if boundary | % applicants enrolled if selective |
|--|-----------------------------|-----------------------------------|---|---|---|------------------------------------|
| 13.38 | 31.92 | 87.79 | 0.47 | 35.6 | 63.1 | N/A |

| General Information | |
|---------------------|------------------------------|
| School Level | ES |
| Geographic Network | Fullerton Elementary Network |
| Geographic Area | Logan |
| School Type | District |

| Building(s) Inventory | |
|--|---------------|
| Total Campus Area (S.F.) | 110,600 |
| Year Constructed (MAIN) | 1893 |
| Breakdown by Building Type (S.F.) | |
| Building Type | Building Size |
| MAIN | 110600 |

| Schools Co-Located on Campus |
|------------------------------|
| <u>School Name</u> |

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

| Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus) | | |
|---|-----------------------|--|
| Latest Assessment | 2012 | |
| | | <u>Facility Systems Assessed (by Phase)</u> |
| | \$3,304,438.28 | <i>Exterior</i> |
| | \$3,993,004.73 | <i>Mechanical, Electrical, Plumbing and Fire Protection</i> |
| | \$2,379,189.67 | <i>Interiors</i> |
| | \$180,853.53 | <i>Site</i> |
| Total Campus Need | \$9,857,486.21 | The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs |

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

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

Historical & Current Enrollment

| Year | PreK | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | Other | Total |
|------|------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|-------|-------|
| 2006 | 40 | 65 | 92 | 76 | 84 | 74 | 70 | 87 | 86 | 95 | 0 | 0 | 0 | 0 | | 729 |
| 2007 | 38 | 53 | 53 | 57 | 68 | 66 | 52 | 54 | 62 | 70 | 0 | 0 | 0 | 0 | | 535 |
| 2008 | 70 | 44 | 55 | 52 | 53 | 55 | 59 | 55 | 42 | 64 | 0 | 0 | 0 | 0 | | 549 |
| 2009 | 75 | 53 | 43 | 52 | 51 | 49 | 51 | 61 | 59 | 37 | | | | | | 403 |
| 2010 | 78 | 49 | 50 | 42 | 48 | 39 | 44 | 48 | 55 | 58 | 0 | 0 | 0 | 0 | | 511 |
| 2011 | 78 | 46 | 41 | 46 | 38 | 38 | 40 | 41 | 41 | 53 | 0 | 0 | 0 | 0 | | 462 |
| 2012 | 73 | 52 | 47 | 39 | 47 | 35 | 39 | 38 | 40 | 43 | 0 | 0 | 0 | 0 | | 453 |
| 2013 | 77 | 46 | 43 | 39 | 39 | 33 | 40 | 27 | 32 | 36 | 0 | 0 | 0 | 0 | 5 | 417 |

Projected 10 Year Enrollment

| Year | PreK | KG | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | LRE2-3 | Total |
|------|------|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|--------|-------|
| 2014 | 79 | 44 | 44 | 40 | 37 | 36 | 31 | 35 | 26 | 32 | 0 | 0 | 0 | 0 | 26 | 408 |
| 2015 | 79 | 44 | 43 | 41 | 38 | 34 | 34 | 27 | 34 | 26 | 0 | 0 | 0 | 0 | 34 | 404 |
| 2016 | 78 | 45 | 43 | 40 | 39 | 35 | 32 | 30 | 26 | 34 | 0 | 0 | 0 | 0 | 26 | 406 |
| 2017 | 79 | 44 | 43 | 40 | 38 | 36 | 33 | 28 | 29 | 26 | 0 | 0 | 0 | 0 | 29 | 400 |
| 2018 | 79 | 44 | 43 | 40 | 38 | 35 | 34 | 29 | 27 | 29 | 0 | 0 | 0 | 0 | 27 | 402 |
| 2019 | 79 | 44 | 43 | 40 | 38 | 35 | 33 | 30 | 28 | 27 | 0 | 0 | 0 | 0 | 28 | 401 |
| 2020 | 79 | 44 | 43 | 40 | 38 | 35 | 33 | 29 | 29 | 28 | 0 | 0 | 0 | 0 | 29 | 402 |
| 2021 | 79 | 44 | 43 | 40 | 38 | 35 | 33 | 29 | 28 | 29 | 0 | 0 | 0 | 0 | 28 | 402 |
| 2022 | 79 | 44 | 43 | 40 | 38 | 35 | 33 | 29 | 28 | 28 | 0 | 0 | 0 | 0 | 28 | 401 |
| 2023 | 79 | 44 | 43 | 40 | 38 | 35 | 33 | 29 | 28 | 28 | 0 | 0 | 0 | 0 | 28 | 401 |