

# Charles S Brownell Elementary School 2020-2022 plan summary

## Team

Name	Role	Email	Access
Latrice Flowers	Principal	llflowers@cps.edu	No Access
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## Team Meetings

Date	Participants	Topic
01/08/2020	Flowers, Purnell, Williams	CIWP: Team selection and CIWP overview
01/29/2020	Flowers, Purnell, Williams	CIWP: Rate each School Effectiveness Framework (SEF) Category
02/05/2020	Flowers, Purnell,	CIWP: Equity Framework CIWP Meeting at Neil
02/13/2020	Flowers, Purnell, Williams	CIWP: Identified Three Areas of Critical Need (MTSS, Instruction, Family and Community Engagement)
02/26/2020	Flowers, Purnell, Williams	CIWP: Set goals based on Three Areas of Critical Need
03/04/2020	Flowers, Purnell, Williams	CIWP: Complete Root Cause Analysis
03/11/2020	Flowers, Purnell, Williams	CIWP: Began Theory of Action for each of our three priorities
03/25/2020	Flowers, Purnell, Williams	CIWP: Revisited Theory of Action for each of our three priorities

Date	Participants	Topic
04/01/2020	Flowers, Purnell, Williams	CIWP: Completed Theory of Action for each of our three priorities
04/15/2020	Flowers, Purnell, Williams	CIWP: Began Developing Action Steps for each Theory of Action
04/23/2020	Flowers, Purnell, Williams	CIWP: Team attended CIWP Clinics with CPS team - (Distributed Leadership, MTSS, Math and Literacy)
04/29/2020	Flowers, Purnell, Williams	CIWP: Completed Action Steps for each Theory of Action
05/13/2020	Flowers, Purnell, Williams	CIWP: Completed the Fund Compliance and Family Plan

# Framework

## Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

## Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 2 Employ the skills to effectively manage change
  - 4 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** At Brownell, the principal, teachers, and parents continue to work collaboratively to implement and sustain a shared vision for continuous improvement. Collectively sharing a belief that "All children can learn and

achieve, yet not all on the same day or in the same way" In an effort to provide and encourage collective responsibility, leadership, a shared vision and high expectations, the following are on-going initiatives at Brownell: \*The school year begins with the principal and staff delivering the school vision, data, and direction for the year via the State of the School address and Title I information meeting. During these meetings parents are invited to be apart of the Parent Advisory Council (PAC) and encouraged to attend monthly parent meetings and various student activities throughout the year. \*PD's and common planning facilitated by various teacher leaders based on individual staff need and data \*Principal , administrative team and teachers collaborate and review data during Performance Management (PM) sessions to determine goals and expectations throughout the year (BOY, MOY, EOY) \*Goal-setting meetings conducted by the principal with each individual teacher and monitored throughout the year \*Consistent observations by Administration conducted utilizing REACH and the Framework for Teaching \*Monthly parent newsletter and calendars are distributed \*Weekly staff meetings conducted by teachers and administration \*Parent meetings and activities conducted monthly \*Parents trained on Parent Portal \*School-Wide Mandated Home and School connection where contact MUST be made to EVERY home EVERY month \*Instructional Learning Rounds conducted by teachers for teachers \*Year Long Planning calendar created by entire staff \*Summer PD/Retreat for Staff \*Various staff attend Instructional training and return to utilize the 'Train the trainer' model for information

- 4 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 4 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 3 Design professional learning (PL) to achieve school-wide improvement goals
  - 4 Design and implement school day schedules that are responsive to student needs
  - 4 Align the budget to the CIWP priorities and the mission of the school
  - 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
  - 3 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
  - 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
  - **Evidence:** At Brownell, teachers are involved in continuous improvement and decision making. The principal visits classrooms on a daily basis and meet with teachers on a weekly basis to inform instructional and social and emotional needs of teachers and students. The teachers are involved in and expected to carry out the school day schedule design that is based on the CPS instructional block to maximize instructional time. Highly qualified teachers are hired and assigned to class/grade based on their strength and to ensure all students have fair access to high-quality teachers in the school. Additional instructional support is provided for students who have been identified as Tier 3 based on our MTSS Academic Tracking Tool. All materials are aligned to the CCSS and NWEA MAP. In addition, in every classroom materials are leveled which allows for both intensive and enrichment support. Brownells' administration and staff continues to seek out research-based online instructional tools and best practices to align to the demands of the twenty first century. Teachers participate and facilitate Professional Learning Communities (PLC's) among staff for the purpose of

improving instructional practice and supporting a shared vision. Staff provide input to inform the selection of professional learning opportunities; often based on need. Instructional learning rounds and peer observations are conducted by teachers for teachers. Staff are then allowed time to try new strategies and practices based on peer feedback. Additionally, various staff attend Instructional training and return to utilize the 'Train the trainer' model for information. Each 'new hire' is provided with information and instruction based on need along with a teacher mentor.

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 3 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 3 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** At Brownell we provide a 'Balanced Literacy' approach utilizing the Workshop model. Our curriculum includes Ready Gen for Literacy and My Math for Mathematics. At the beginning of the year we use the Network 12's Planning Map to identify gaps within our Literacy and Math curriculum. Grade level teams collaborate to intentionally seek out resources aligned to CCSS and meet the rigor of the standards. Our curriculum supports academic and SEL needs of our students.
- 2 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 3 Engage students in learning and foster student ownership
  - 3 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 2 Provide students frequent, informative feedback
  - 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 2 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** Administration and Staff was intentional in selecting materials that were aligned to the CCSS, CPS Instructional Shifts in literacy and math and the nuances that would support student success on AMPLIFY and NWEA assessments. Technology accompanies the math and literacy curriculum and is used in various other ways to enrich student learning. SMART boards are made available in all classrooms to allow for student interaction and enhance learning. As part of our Gradual Release of Responsibility students have the opportunity to interactively engage and teachers have immediate feedback while facilitating learning. This

tool also appeals to our visual learners. Third through sixth grade classrooms are equipped with iPADS and Kindergarten through second grade classes utilize Chromebooks. Our school-wide technology lab is visited twice a week by all Kindergarten through second grade classes to engage in pre-approved academic programs such as Edgenuity and Stride. A school-wide leveled library was also purchased to support the various levels of learners that would be instructed during guided reading. To further support tier three learners we utilize the research based, Leveled Literacy Intervention (LLI) program, Edgenuity and other pre approved research based resources.

- 2 - Balanced Assessment and Grading
  - 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - 3 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
  - 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
  - 3 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
  - 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - 2 Utilize assessments that measure the development of academic language for English learners
  - 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - 2 Improve and promote assessment literacy
  - 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - **Evidence:** Brownell uses a variety of assessments to determine the current achievement level of every student. All students are administered math and reading assessments to determine their grade level proficiency. BOY And MOY assessments are administered to create learning paths to support student deficiencies and ensure EOY targets are met. Each student is made aware of their current achievement level and the EOY goal. Our reading curriculum provides unit tests and quarterly benchmarks to monitor student learning. Our math curriculum provides daily assessments, topic tests (multiple choice, constructed response, and performance tasks), and quarterly benchmarks to monitor student learning. Each writing unit is assessed using a rubric and final writing samples are posted outside each classroom. District tests (INWEA, mClass, and Edgenuity) are used to set schoolwide goals, classroom goals, and student goals. All staff are aware of and comply with the accommodations and modifications written in student IEPs.
- 3 - MTSS
  - 4 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2 or chronic absenteeism (REQUIRED: MTSS)
  - 4 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)

- 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 4 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- 3 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
- 4 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
- 3 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 3 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 3 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 4 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)

- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** In utilizing the Multi-Tiered System of Support (MTSS), Brownell attempts to adhere to the following design: Determine the basic components of the problem-solving process. There is a 4-step problem-solving model that involves: Step 1: Define, in objective and measurable terms, the goal(s) to be attained (what is it we want students/educators/systems to know and be able to do). Step 2: Identify possible reasons why the desired goal(s) is not being attained. Step 3: Develop and implement a well-supported plan involving evidence-based strategies to attain the goal(s) (based on data that verified the reasons identified in Step 2). Step 4: Evaluate the effectiveness of the plan in relation to stated goals. Tier 1 is what *ALL* students get in the form of instruction (academic and behavior/social-emotional) and student supports. Tier 2 is what *some* students receive in addition to Tier 1 instruction. The purpose of Tier 2 instruction and supports is to improve student performance under Tier 1 performance expectations (levels and conditions of performance). Therefore, *effective* Tier 2 services occur when at least 70% of students receiving Tier 2 services (in addition to Tier 1) Tier 3 is what *few* students receive and is the most intense service level a school can provide to a student. Typically, Tier 3 services are provided to very small groups and/or individual students.
- 2 - Transitions, College & Career Access, & Persistence
  - 3 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)
  - 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - 2 READINESS ? Ensure equitable access to college preparatory curriculum
  - 1 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
  - **Evidence:** At Brownell, teachers convey high learning expectations regularly. Our belief is "All children can learn and achieve, yet not all on the same day or in the same way". Therefore, every staff member is expected to reinforce high expectations for all students. Teachers are creating instruction aligned to CCSS and using Network 12's Pacing Charts that include utilizing the gradual release model for instruction, Webb's Depth of Knowledge question stems to increase the level of complexity in literacy and math while continuously and consistently progress monitoring assessments on a weekly basis. Brownell staff communicates the necessity of consistent attendance so students can take responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, and helping their peers during and after instruction. To prepare our Middle school students for high school and college, administration uses the

College and Career readiness program at Malcom X college along with STEM projects which play an integral part of our K-6th grade curriculum. The challenge before us, however, is to continue to improve in the area of 'Establishing a Culture for Learning' to which we create an environment so that students assume responsibility for higher learning. Students at Brownell recite the 'Student Pledge' each morning along with the recitation of Brownell's pledge over the intercom to embed the notion "...I'm learning to set goals for my life. ...I come to school with an open mind and a willingness to learn. I come to school to listen and participate, so that I may become a well-informed, well-read, and worthwhile citizen of these United States".

## Quality and Character of School Life

- 4 - Relational Trust
  - 4 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 4 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** At Brownell, establishing a community of trust and respect is key from the beginning of the year. The first weeks of school are spent teaching expectations, establishing routines and co-creating with students what their class guidelines/ rules will be for an environment of risk-taking and student agency, authority and identity. By creating the rules and expectations with the students, they are allowed to take ownership of what the culture of their class will be and establish a relationship that is trusting both with peers and adults. These all inclusive expectations include what behavior looks like throughout the school. With a clear understanding, we are able to hold one another accountable and reminders to refocus are received as part of the trusting relationship and not punitive. A School-wide system is also in place that supports individual and small groups of students via counseling and scheduled classroom social and emotional workshops. School-wide expectations can be seen on hallway walls and in the daily actions of our students.
- 2 - Student Voice, Engagement, and Civic Life
  - 1 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 2 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 2 Exercise student voice (REQUIRED: OSEL)
  - 1 Authentically interact with community and civic leaders
  - 1 Engage with their community
  - 2 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** For Brownell students, student voice, engagement, and civic life is exercised most often in three areas: 1. Peace Circles - when conversations are under the supervision of the counselor and/or dean of students. engaging in resolution tactics and rationalizing why things happen. 2 - When our 5th and 6th graders attend the WITS program and travel to the University to collaborate with college mentors and engage in discussion about civic life and the power of the student voice. 3. Finally, students at Brownell have a student council that meet



with the principal, case manager and counselor regularly to discuss student needs and voice concerns.

- 3 - Physical and Emotional Safety
  - 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 4 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - 4 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** At Brownell, students voice that they feel safe while at school. To ensure the safety of our students we have numerous safe guards and protocols in place at Brownell. For example, Prior to entry, students are supervised on the playgrounds and around the perimeter of the school. Upon entry, students are greeted with the school traditional entry song (We Win) to which several adults are lined throughout the hall to greet them as they enter. Students follow the routine of walking to the right, avoiding any unnecessary bumping and/or pushing and also to maintain order. Throughout the day, students exercise our noise level routine in an effort to be respectful to those still working by transitioning on level 1 or zero (No Talking or whisper). Overall, the routines and protocols in place help to off-set or curtail unwanted behaviors that could affect safety and order. To better service our students and staff, we have established a Corrective Action Team (C.A.T.) to continuously monitor via data and surveys, safety for students and staff. Currently, with new staff and added SEL practices, school-wide professional development affords us the necessary opportunities to familiarize EVERYONE with the Tier 1, 2 and 3 SEL supports for students.
- 2 - Supportive and Equitable Approaches to Discipline
  - 2 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 2 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** The school is characterized by having and implementing policies and procedures that emphasize preventive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on teaching and shaping behavior as opposed to punishing children. The school only uses out-of-school suspension as a last resort. We utilize 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 techniques 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. Brownell has a Dean of Students who participates in network workshops in an effort to stay abreast of the 'Best Practices' for discipline and restorative approaches. The dean is responsible for

being visible throughout the school building during the day, communicating with parents, home visits, providing students with alternatives to inappropriate behavior and instruction for expected behavior. The dean is a member of Brownell's Corrective Action Team that enforces and modifies the discipline system, reviews student behavior data and handles all things related to the safety of students and staff.

- 3 - Family & Community Engagement
  - 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 4 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).
  - 3 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 4 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 2 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 4 Partner equitably with parents speaking languages other than English
  - 2 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:** Brownell continues to build strong parent partnerships by offering on-going opportunities throughout the year for parents to be involved. We encourage parents to visit the school to participate in monthly classroom meetings, volunteer in classrooms and field trips, and participate in monthly Parent Advisory Council (PAC) meetings, The principal takes an active role in keeping families informed via, newsletters, invitations to events, an open door policy, speaking with them daily and district school-wide events. Additional school-wide events are scheduled such as the Back to School Parade, 1st Day of School Orientation, Get Acquainted Night, Open House, Family Math and Literacy Nights, Holiday assemblies, Book Fairs, LSC and PAC monthly meetings. In an effort to help all families acclimate to school policies we send home a student handbook. The counselor informs parents of the many services that are available to them in the school and within the community. At the beginning of the year, parents receive a student handbook that informs them of our school wide policies such as: grade level expectations, school and classroom discipline, grading policies etc. To celebrate our parent volunteers, Brownell hosts an End of the Year Volunteer Luncheon and also recognize volunteers during the End of the Year Awards Assembly.

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## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	0
2	Depth and Breadth of Student Learning and Quality Teaching: Instruction	2
2	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	0
2	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
2	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: MTSS	1
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Quality and Character of School Life: Family & Community Engagement	3
3	Quality and Character of School Life: Physical and Emotional Safety	0
4	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	0
4	Quality and Character of School Life: Relational Trust	0

# Goals

## Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Instruction-90% of teachers will increase their math content knowledge
Root Cause 1	Teacher's limited capacity to understand/identify with and teach new mathematical strategies

Area of Critical Need 1	MTSS-90% of teachers will utilize school-wide MTSS systems to identify and support tier 3 students
Root Cause 2	Students are not consistently receiving Tier 3 support. Teachers are not implementing the PSP process with fidelity.
Area of Critical Need 3	Family and Community Engagement- Increase family involvement
Root Cause 3	Parents are not actively involved in partnering with the school community.

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
Vision: NWEA Attainment G2-8 (Math)	Overall		36.00	40.00
We chose this metric due to a demonstrated need in math attainment for African American students and students with IEPs.				
Vision: NWEA Growth G3-8 (Math)	Overall		70.00	80.00
The MTSS team chose this metric to focus on providing differentiated tiered support to our primary students in preparation for upper grades.				
Vision: Attendance Rate	Overall		95.50	96.00
The MTSS team chose this metric to increase buy-in for parents in an effort to improve student attendance rate and ultimately improve academic achievement.				
(Blank)				
(Blank)				

**Required metrics (Elementary) (100% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
<p><b>My Voice, My School 5 Essentials Survey</b>  According to 2018-2020 5 Essentials data we were Moderately Organized (3 points). Our goal over the next two years is to revisit, address and improve on the areas of concern to increase our rating to organized(4 points).</p>				4.00	4.00

**Custom metrics (0% complete)**

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal

# Strategies

## Strategy 1

If we do...	If teacher leaders and administration create and strategically monitor a multi-tiered system of support (MTSS) embedded with expectations that equate to high levels of performance at the core /tier one level, then incorporate targeted strategic supports for students that have transitioned to tier 2 and integrate interventions grounded in evidence based practices for tier 3 students?
Then we see...	teachers utilizing data and the MTSS problem solving process to identify and provide interventions for students in need of tier 2 and 3 targeted small group instruction and an increase in students demonstrating success in tier one core instruction.
which leads to...	90% of teachers utilizing the MTSS school-wide protocols with fidelity, 80% of students meeting end of the year growth targets and a minimum of 61% of 3rd -6th grade students meeting attainment in reading and 35% of students meeting or exceeding attainment in math as measured by the NWEA assessment.
Budget Description	A Literacy Coach will be needed to support Tier 3 students and possible support for coaching teachers.The anticipated funding source will be 115.
Tags	MTSS, MTSS: Curriculum & Instruction, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process
Action steps	<ul style="list-style-type: none"> <li>(Not started) The MTSS team will analyze the current school-wide MTSS system effectiveness while utilizing CPS MTSS team recommendations to leverage an improved student and teacher friendly MTSS tiered plan. The plan will include school-wide tier one core instruction expectations as well as tier two and three interventions and resources .</li> </ul>

	<p>Tags:Instruction, Literacy: Shift 1-Increase access to effective and rigorous literacy instruction</p> <ul style="list-style-type: none"> <li>(Not started) The MTSS team and teacher leaders will attend on-going district and network led professional development on the MTSS problem solving process.</li> </ul> <p>Tags:MTSS, MTSS: Fidelity of Implementation, MTSS: Problem Solving Process</p> <ul style="list-style-type: none"> <li>(Not started) The MTSS team will analyze school wide ELA and math data to begin mapping out a plan for data deep dives for all class room teachers beginning with high priority classes. The team will plan a demonstration to model the problem solving process (PSP) and expectation for all classroom teachers.</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Curriculum &amp; Instruction, MTSS: Problem Solving Process</p> <ul style="list-style-type: none"> <li>(Not started) The MTSS team will facilitate grade level meetings prior to 5th week data cycle meetings to support teachers as they analyze their classroom data(NWEA and AMPLIFY for baseline grouping and CCSS based network and school level, bi-weekly exams for on-going grouping)and tier students based on the school-wide MTSS process.</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, MTSS: Fidelity of Implementation</p>
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**Strategy 2**

If we do...	strengthen our core knowledge of Math content and provide ?just right? instruction to students including providing strategies and opportunities that allow students to engage in rigorous tasks, think critically, while meeting individual student needs, by utilizing our progress monitoring resources
Then we see...	teachers teaching with confidence and students engaged in productive struggle, deeping their conceptual understanding of their grade level content while taking ownership of their learning
which leads to...	a minimum of 80% of Grade 3-6 students meeting or exceeding their growth targets as measured by NWEA MAP assessments by SY2022.
Budget Description	Math professional development for all teachers will be needed. A math coach would be a great resource to support and help improve teacher practice. The anticipated funding source would be 115.
Tags	Instruction, Math: Rigorous Tasks, Math: Curriculum
Action steps	<ul style="list-style-type: none"> <li>(Not started) Administration and teacher teams will review current Tier 1(core) math school-wide systems (expectations, framework, pacing and signature strategies) for all grade levels. Then review current MTSS protocols for Tier 2 and</li> </ul>

	<p>3 to make any necessary modifications as we build out the criteria and expectations for Tier 2 and 3 students.</p> <p>Tags:MTSS: Fidelity of Implementation, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers will participate in math PD in order to gain content knowledge quarterly</li> </ul> <p>Tags:Leadership for Continuous Improvement, Math: Curriculum</p> <ul style="list-style-type: none"> <li>• (Not started) Teachers and Administrators will engage in Data Cycles &amp; Internal Learning Rounds every 5 weeks</li> </ul> <p>Tags:Instruction, Math: Rigorous Tasks, Math: Student Discourse</p> <ul style="list-style-type: none"> <li>• (Not started) N12 Math support in modeling a math lesson using best practices (2x per year-Quarter 1 and 3)</li> </ul> <p>Tags:Instruction, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> <li>• (Not started) Bi-weekly grade level meetings will be used to vertically plan analyze data per grade band in order to inform instruction.</li> </ul> <p>Tags:Instruction, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> <li>• (Not started) School wide PD?s will allot time for grade bands to collaborate and prepare a repertoire of rigorous tasks and unpack the Common Core standards.</li> </ul> <p>Tags:Instruction, Math: Rigorous Tasks</p> <ul style="list-style-type: none"> <li>• (Not started) K-5 teachers will attend Math PLC?s through DePaul partnership program over the next 2 years.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Instruction</p>
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**Strategy 3**

If we do...	Create a welcoming environment that encourages parents to visit our school to celebrate their children, take advantage of workshops to strengthen their knowledge and skills, work collaboratively to engage them in school planning, meaningful leadership and volunteer opportunities, and connect families to community resources that strengthen and support students? learning and wellbeing
Then we see...	Empowered parents with knowledge of how to support their children and partner with the school to produce well rounded citizens that positively contribute to their community
which leads to...	Strengthened positive parent-staff relationships, demonstrated by a 20% increase in Parent Advisory Council (PAC) involvement, parent-teacher conference turn-out, ongoing

	home to school communication to demonstrate and set high expectations for all students, and parents attending school-wide events such as quarterly ceremonies.
Budget Description	A Parent team will be added to our school-wide committees to ensure parents are represented and considered in on-going decision making.
Tags	Family & Community Engagement, Equity: Inclusive Partnerships, FACE2: Community Partnerships, FACE2: Parent Engagement, MTSS: Family and Community Engagement, ODLSS: Parent Involvement Specialists
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Create a parent team to advocate and serve as an advocate/voice that will ensure parents are considered when making school-wide decisions.  Tags:Family &amp; Community Engagement, FACE2: Parent Engagement</li> <li>• (Not started) Create a calendar of at least one monthly event that will invite parents to Brownell to engage in learning or support learning of their child(ren). A parent survey is distributed after each event to gather feedback.  Tags:FACE2: Parent Engagement, FACE2: Title 1 PAC</li> <li>• (Not started) Develop a school-wide parent volunteer welcoming packet, strengths inventory survey, and schedule to increase parent academic engagement and presence.  Tags:Family &amp; Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement, OSSE: Community Schools</li> <li>• (Not started) Identify, share, and connect families with community resources that strengthen and support students? learning and wellbeing.  Tags:Family &amp; Community Engagement, FACE2: Community Partnerships</li> <li>• (Not started) Create parent geared incentives ("Frappes with Flowers", Parent Room, Parent of the Month, etc.) to highlight parent engagement in an effort to increase and maintain student attendance.  Tags:Relational Trust, Family &amp; Community Engagement, FACE2: Parent Engagement</li> </ul>

# Action Plan

## Strategy 1

The MTSS team will analyze the current school-wide MTSS system effectiveness while utilizing CPS MTSS team recommendations to leverage an improved student and teacher friendly MTSS tiered plan. The plan will include school-wide tier one core instruction expectations as well as tier two and three interventions and resources .



May 26, 2020 to Jun 16, 2020 - Principal Flowers and Teacher Leaders

The MTSS team and teacher leaders will attend on-going district and network led professional development on the MTSS problem solving process.

Aug 03, 2020 to Nov 06, 2020 - MTSS Team, Teacher Leaders

The MTSS team will analyze school wide ELA and math data to begin mapping out a plan for data deep dives for all class room teachers beginning with high priority classes. The team will plan a demonstration to model the problem solving process (PSP) and expectation for all classroom teachers.

Aug 10, 2020 to Oct 23, 2020 - MTSS Team

The MTSS team will facilitate grade level meetings prior to 5th week data cycle meetings to support teachers as they analyze their classroom data(NWEA and AMPLIFY for baseline grouping and CCSS based network and school level, bi-weekly exams for on-going grouping)and tier students based on the school-wide MTSS process.

Oct 06, 2020 to May 07, 2021 - MTSS Team,

## **Strategy 2**

Administration and teacher teams will review current Tier 1 (core) math school-wide systems (expectations, framework, pacing and signature strategies) for all grade levels. Then review current MTSS protocols for Tier 2 and 3 to make any necessary modifications as we build out the criteria and expectations for Tier 2 and 3 students.

Jun 18, 2020 to Jul 16, 2020 - Administration, Teacher teams

Teachers will participate in math PD in order to gain content knowledge quarterly

Aug 26, 2020 to Jun 18, 2021 - Administration, Teachers

Teachers and Administrators will engage in Data Cycles & Internal Learning Rounds every 5 weeks

Oct 05, 2020 to Jun 18, 2021 - Administration, Teacher Leaders

N12 Math support in modeling a math lesson using best practices (2x per year-Quarter 1 and 3)

Oct 07, 2020 to Feb 08, 2021 - Network 12 Math Support (Ivory)

Bi-weekly grade level meetings will be used to vertically plan analyze data per grade band in order to inform instruction.

Aug 25, 2020 to Jun 15, 2021 -

School wide PD's will allot time for grade bands to collaborate and prepare a repertoire of rigorous tasks and unpack the Common Core standards.

Aug 25, 2020 to Jun 15, 2021 -

K-5 teachers will attend Math PLCs through DePaul partnership program over the next 2 years.

Aug 25, 2020 to Jun 18, 2021 -

### **Strategy 3**

Create a parent team to advocate and serve as an advocate/voice that will ensure parents are considered when making school-wide decisions.

Aug 26, 2020 to Aug 28, 2020 - Principal Flowers

Create a calendar of at least one monthly event that will invite parents to Brownell to engage in learning or support learning of their child(ren). A parent survey is distributed after each event to gather feedback.

Aug 26, 2020 to Aug 28, 2020 - Principal Flowers, Staff, Parent Team Lead

Develop a school-wide parent volunteer welcoming packet, strengths inventory survey, and schedule to increase parent academic engagement and presence.

Jun 15, 2020 to Sep 08, 2020 - Principal Flowers, Staff, Parent Team Lead, Volunteer Coordinator

Identify, share, and connect families with community resources that strengthen and support students' learning and wellbeing.

Jun 15, 2020 to Jun 30, 2021 - Principal Flowers, Staff, Parent Team Lead

Create parent geared incentives ("Frappes with Flowers", Parent Room, Parent of the Month, etc.) to highlight parent engagement in an effort to increase and maintain student attendance.

Jun 15, 2020 to Jun 30, 2021 -

## **Fund Compliance**

### **ESSA Program**

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

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Non-title I school that does not receive any Title I funds

## ESSA Schoolwide Program

### **A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

According to AMPLIFY middle of the year (MOY)2020 TRC/DIBELS ELA data, 38% of Kindergarten- 2nd grade students are performing at or above benchmark /grade level goals. According to mCLASS Math MOY 2020 data, 33% of Kindergarten-2nd grade students are performing at or above benchmark /grade level goals. According to NWEA MOY 2020 data, 54% of 3rd-6th grade students met attainment in reading and 30% of students met attainment in math. Based on this data, Brownell school has established Instruction as a priority with math being the primary focus.

### **Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.**

Brownell Instructional Leadership and Teacher Teams research and train all teachers to instruct students using the following research based best practice reform strategies: Gradual Release of Responsibility when teaching CCSS based mini-lessons, reteaching strategies during small group differentiated instruction, progress monitoring weekly and or bi-weekly based on the need of the students, Edgenuity adaptive digital reading and math program based on students individual NWEA assessment learning paths and after-school program to support student deficiencies.

### **Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

Brownell's research based best practice reform strategies consist of :Gradual Release of Responsibility when teaching CCSS based mini-lessons, Agency, Authority and Identity(AAI)and student discourse embedded in daily lessons, reteaching strategies during small group differentiated instruction, progress monitoring (formative assessments) weekly and or bi-weekly based on the need of the students, Edgenuity adaptive digital reading and math program based on students individual NWEA assessment learning paths, additional small group intervention groups using Leveled Literacy Intervention (LLI) Kits and Individualized learning plans for identified Tier 2 and 3 students.

### **Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

Brownell utilizes an academic, attendance and Social and Emotional Learning SEL Multi-Tiered System of Support (MTSS), which aids us in identifying our greatest need student population. The MTSS structure is comprised of three tiers, with tier 3 students receiving the most support. Additional supports have been embedded in academic, attendance and SEL programs to support students identified as Tier 2 and 3. For the Social and Emotional needs (SEL) the Counseling team has created a menu of school-wide events, small group sessions and one on one conferencing based on the needs of the students. The Attendance team has

created protocols to support students and families via, family awareness meetings, phone calls, incentives etc. The latest team that includes all staff and ensures all students have an adult they can check in with is our mentoring groups (one on one staff mentoring teams).

**Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.**

Brownell has a great student centered educational program with a district assigned level one status to prove it. We pride ourselves on having great customer service and a welcoming environment that is communicated by teachers, staff, students and families; word of mouth is one of the ways we attract highly qualified teachers. We also have a comprehensive, informative and attractive website to inform prospective teachers. Lastly we have partnerships with organizations which creates a pipeline of quality new teachers to our school.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

The ILT team reviews and analysis multiple sources of school-wide quantitative and qualitative data to create a school-wide calendar of strategically planned professional development for teachers which consist of Content specific math and literacy curriculum pd, PLCs , Network literacy and math summits, SEL calm Classroom and district mandated student safety professional development. The principal plans a calendar of monthly leadership, content, and various network and district mandated professional development. Support staff are also required to attend district mandated student protection professional development.

**Strategies to increase parent involvement, such as family literacy services.**

This upcoming school-year, we have planned to create a parent team to advocate and serve as an advocate/voice that will ensure parents are considered when making school-wide decisions, create a calendar of at least one monthly event that will invite parents to Brownell to engage in learning or support learning of their child(ren), develop a school-wide parent volunteer welcoming packet, strengths inventory survey, and schedule to increase parent academic engagement and presence, and lastly to implement parent geared incentives ("Frappes with Flowers", Parent Room, Parent of the Month, etc.) to highlight parent engagement in an effort to increase and maintain student attendance.

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

Beginning ,middle and end of the year vertical planning for the Pre-K and Kindergarten teacher supports the transition for Pre-K students and families to Kindergarten. Parent meetings are also planned to provide parents with expectations and shifts to expect as students transition to Kindergarten.

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

Each year, administration takes an inventory of all the assessments used in classrooms to create a more comprehensive assessment system within the school in addition to utilizing district created assessment tools such as Edgeniuty, Reading and math formative and summative curriculum assessments.

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional**

**assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

The school administration team has embedded a Multi-tiered System of Support (MTSS) that identifies students in need of additional support via progress monitoring assessments. The MTSS system is a five week cyclical process that includes assessing the student, planning instruction, implementing the instruction/intervention, progress monitoring to determine the effectiveness of the intervention, Teachers also engage in data cycle meetings to review student data and make informed decisions about next steps for all students. The activities that are delivered by classroom teachers consist of: Gradual Release of Responsibility when teaching CCSS based mini-lessons, reteaching strategies during small group differentiated instruction, progress monitoring weekly and or bi-weekly based on the need of the students, Edgenuity adaptive digital reading and math program based on students individual NWEA assessment learning paths and teacher created assignments.

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

At the beginning and end of the year the Counselor meets with our Local school Parent Advisory Council (PAC) to generate topics and programs that parents have expressed an interest in and that meets the needs of the community. The counselor reaches out to our community partners and other stakeholders to build a calendar of monthly events to take place during monthly PAC meetings and before or after school.

## ESSA Targeted Assistance Program

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## Parent Involvement 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 are invited and encouraged to attend monthly LSC and PAC meetings which will be frequently facilitated by members of school-wide committees to discuss and make decisions regarding ESSA, Title I and parental involvement plan and policy.

**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**

Title I Annual Meeting will be held in September 2021.

The Title I PAC Organizational Meeting will be held by October 2021.

The week prior to the September 2021 Title I meeting, Brownell will extend an invitation to all parents to attend the Annual Title 1 Parents' Meeting. Parents will also receive a calendar of monthly events including the date for the Title I meeting. During this time parents will be informed about the school's ESSA Title I program requirements and their right to be involved in the program. They will also be informed of future PAC meetings that encourage them to be a part of school planning, parent workshops, leadership opportunities, meaningful volunteering openings and community resources that strengthen and support students' learning and well-being. At the Title I PAC Organization Meeting parents will be provided contact information, elected parent officers and will be asked to decide on preferred dates and times for future monthly meetings.

**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.**

Regularly scheduled monthly PAC meetings are embedded in our annual school plans which allow parents an opportunity to participate in the decisions that affect the education of their children. Parents are also invited to attend monthly classroom parent meetings and various workshops that are designed to support the needs of their children. Following meetings and parent and family interactions with the school, parents are encouraged to complete a survey. Recommendations and survey responses during these meetings are to ensure that the needs of students and their families are being met and to generate an action plan and next steps with anticipated times of completion dates. The school parent committee will meet monthly to address parent and family suggestions. The response to the parent suggestions will be communicated during monthly PAC meetings, monthly school bulletins/communication and during monthly principal and parent meetings.

**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.**

Each year Brownell provides parents a copy of their child's State assessment reports. During Open House and parent teacher conferences we will distribute all important information pertaining to the State assessment. The school will generate a letter that will be given to each student prior to the distribution of scores, stating the student's academic level with written interpretation of the meaning of his/her level. Parents will also receive a copy of the state assessment information of the student's level on progress reports or report cards.

**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.**

If a class is being taught by a teacher that is not "highly qualified" a notice will be sent home weekly with each child for four consecutive weeks to inform the parent concerning this matter. Parents will also be given monthly reminders from the school through parent/teacher conferences and progress reports if their child is being taught by a teacher who does not qualify as "highly qualified" per Chicago Public Schools requirements.

**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.**

At the beginning of each school year parents are invited to attend a work shop to introduce and explain the expectations of state mandated academic requirements and tools to interpret assessment data. Also, as aforementioned, a series of parent teacher conferences, data days and curriculum nights are provided to discuss with parents all academic tools and assessments that will be used to measure student achievement at multiple intervals throughout the year.

**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.**

At the beginning of the school year parents will receive a parent packet including a calendar of events that invite them to participate in school-wide events as well as volunteering opportunities. Monthly bulletins and PAC meeting notices will also be sent to parents to inform them of school events and updates. Brownell will continue to offer a wide variety of training and workshops in literacy and math throughout the school year. We also host monthly parent meetings/workshops that are specific to each grade level and content.

**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.**

During the summer retreat and the beginning of the year, teacher institute days, teachers engage in team building which incorporates a "parents as partners" component where teachers are reminded how to reach out to parents, interact with parents, required monthly parent meetings and the value of parent partnerships. At the beginning of the year a "Get Acquainted Night" is held for the purpose of allowing teachers and staff to collaborate with parents in a non-threatening manner in an effort to build relationships. Throughout the year the school-wide parent committee will meet monthly to ensure parent voice, concerns and involvement is present and being addressed.

**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.**

"Preschool for All" parents of Brownell are included in all activities and programs that are held at the school. Parent letters are sent home in a timely manner to inform parents of upcoming activities or events. Monthly school-wide parent committee meetings are held to ensure parent voice, concerns and involvement is present and being addressed.

**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.**

Parent letters and flyers are appealing and generated in parent friendly language that is conducive to the population in which we serve.

### Policy Implementation Activities

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

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

**<p>The school will coordinate the parent and family engagement programs identified in the CIWP.</p>**

**<p>The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.</p>**

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

N/A, all boxes have been checked.

### 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.)**

Brownell School will provide high quality instruction to every student by utilizing a comprehensive curriculum that is aligned to the Common Core State Standards and provide opportunities for individualized, differentiated instruction based on the needs of the child per on-going informal and formal observations and assessments . We will also provide instruction around technology and social and emotional needs to prepare students to be well rounded productive citizens with opportunities to be successful in college and career endeavors. Classroom instruction will be delivered by highly qualified teachers. All teachers are required to attend on-going professional development in Literacy, Math, Science ,Technology and all other relevant content areas to continue to provide quality academic programs to our students.



**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.**

The first parent teacher conference will be held during Open House and will continue throughout the school year. Two formal parent teacher conferences will be scheduled following the conclusion of the first and third quarter. Mini-parent teacher conferences will be held during Data Days, after the fifth week of each quarter and on an as needed basis.

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

The first parent teacher conference will be held during Open House and will continue throughout the school year. Two formal parent teacher conferences will be scheduled following the conclusion of the first and third quarter. Mini-parent teacher conferences will be held during Data Days, after the fifth week of each quarter and on an as needed basis.

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

Parents will be provided access to the staff throughout the year via report card parent teacher conferences that are held twice a year. Last parents are also entitled to request meetings throughout the year as needed. Parents are given access to teachers and staff after they have scheduled a conference, before and/or after-school. Parents are also provided time to meet with parents during monthly parent meetings hosted by all teachers.

**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 are encouraged to volunteer and participate in classroom activities. Parents are instructed to meet with the classroom teacher to determine what area or capacity (non-instructional) would be most beneficial. If parents are interested in volunteering for longer periods of time or are in direct contact with students, they are asked to obtain and complete a Volunteer packet located in the main office. Parents are given packets at the beginning of the year with monthly calendars for on-going parent involvement and volunteering opportunities and information.

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

Parents are encouraged to participate in school-wide programs designed to support them in their child's academic progress (i.e., Family Reading Night, Monthly Parent Meetings, PAC Workshops, etc.) During the beginning of the year Open House parents participate in a meeting with their child's teacher to learn classroom homework policies and various expectations. Parents are also expected to attend monthly meetings and monitor student performance via grade book. Parents are also informed of student attendance and truancy by way of teacher, dean and office contact, absentee out calling system, home visits and our MTSS Attendance Plan that promotes positive attendance by rewarding students with various incentives throughout the year.

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

During Open House teachers share with parents an Individualized Learning Plan that has been customized to fit their child's educational needs. The Learning Plan has been derived from on-going assessment data and will be used to provide targeted instruction. During the discussion of this plan parents are encouraged to share their thoughts prior to signing the plan. This is a working plan that will change as the child progress throughout the year. Revisions will be revealed and discussed during parent teacher conferences. Parents are also invited to attend monthly school-wide PAC, LSC. monthly teacher meetings and principal meetings.

**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).**

Teachers will begin the year by informing students of all routines and expectations of their classroom. All classroom expectations will include quarterly goal setting meetings with each individual student. During goal setting meetings students participate in creating SMART attendance, behavior and academic goals that are rigorous, but attainable. Students are also celebrated via school -wide incentives throughout the year for positive behavior, attendance, honor roll and academic improvement.

## **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.**

At Brownell, we encourage our parents to become active participants in their child's academics by inviting parents to school functions as well as becoming an active parent volunteer. Staff will provide parents with training and workshops regarding curriculum and school--wide standardized assessments that will be administered to our students. The assessments are comprised of AMPLIFY for K-2nd grade students and the NWEA for 2nd - 6th grade students. We will review test features and components of the test. We will conduct workshops on how parents can better assist their children in their school work specifically reviewing the Common Core State Standards as well as how parents and better assist with homework. Throughout the school year, teachers will provide grade level content area workshops while reviewing our current curriculum. We will also conduct workshops to assist parents with signing up and navigating the parent portal system. These workshops will help parents so that they can be more active in monitoring their child's grades throughout the school year.

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

**Account(s)**

**Description**

**Allocation**

51130, 52130	<p><b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	\$0.00
53405	<p><b>Supplies</b> 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.</p>	\$400.00
53205	<p><b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	\$280.00
54125	<p><b>Consultants</b> 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)</p>	\$300.00
54505	<p><b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.</p>	\$350.00
54205	<p><b>Travel</b> 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>	\$0.00
54565	<p><b>Reimbursements</b> 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>	\$0.00
53510	<p><b>Postage</b> Must be used for parent and family engagement programs only.</p>	\$0.00
53306	<p><b>Software</b> Must be educational and for parent use only.</p>	\$0.00
55005	<p><b>Furniture and Equipment</b> 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.</p>	\$0.00