Louis Pasteur Elementary School 2020-2022 plan summary

Team

Name	Role	Email	Access
Gerardo Trujillo	Principal	gbtrujillo@cps.edu	Has access
Elvia Rincon	Assistant Principal	erincon@cps.edu	Has access
Evelyn Castaneda	ELPT	ecastaneda1@cps.edu	Has access
Olivia Lopez	Case manager	otrejo1@cps.edu	Has access
Cindy Meraz	Counselor	cmeraz4@cps.edu	Has access
Patricia Mulchrone	MTSS coordinator	pamulchrone@cps.edu	Has access
Sylvia Cervantes	parent	smcervantes.smc@gmail.com	No Access
Cynthia Mark	LSC rep	cbmark@cps.edu	No Access
Lizbeth Cabrera	parent/community member	lizbethcabrera18@gmail.com	No Access
Gladiz Nava	After-school coordinator	navag@metrofamily.org	No Access
Maria Montano	Kinder lead	memontano@cps.edu	No Access
Nancy Martinez	3rd grade lead	nmartinez3@cps.edu	No Access

Team Meetings

Date	Participants	Topic
01/27/2020	ALL	creation of team
01/31/2020	ALL	Scoring SEF

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
  - 3 Employ the skills to effectively manage change
  - 3 Make ?safe practice? an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence**:
- 3 - Structure for Continuous Improvement
  - 2 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work
  - 2 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
  - 4 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
  - 4 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**:

Depth and Breadth of Student Learning and Quality Teaching

- 2 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language

- o 2 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
  - o 2 Curriculum connects to real world, authentic application of learning
  - o 2 Curriculum is aligned to expectations of the standards
  - o 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - o 2 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
  - o **Evidence**:
- 2 - Instruction
  - o 2 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - o 2 Engage students in learning and foster student ownership
  - o 2 Use questioning and discussion as techniques to deepen student understanding
  - o 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - o 2 Provide students frequent, informative feedback
  - o 2 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - o 2 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - o 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)
  - o **Evidence**:
- 2 - Balanced Assessment and Grading
  - o 2 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
  - o 2 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
  - o 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
  - o 2 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
  - o 2 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
  - o 2 Utilize assessments that measure the development of academic language for English learners
  - o 2 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
  - o 2 Improve and promote assessment literacy
  - o 2 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
  - o **Evidence**:
- 3 - MTSS

- o 3 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below ?C? or chronic absenteeism (REQUIRED: MTSS)
- o 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)
- o 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- o 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
- o 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)
- o 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)
- o 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)
- o 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)
- o 4 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)
- o 3 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)
- o 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)
- o 2 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)
- o 3 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- o 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- o 2 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)
- o 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)
- o 3 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)
- o 3 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- o 3 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)
- o 4 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)

- o 4 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)
  - o 3 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
  - o 3 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
  - o 4 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
  - o 4 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - o 4 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)
  - o 4 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
  - o **Evidence**:
- 4 - Transitions, College & Career Access, & Persistence
  - o 4 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)
  - o 4 AWARENESS - Expose students early to academic/professional worlds beyond K-12
  - o 4 READINESS ? Ensure equitable access to college preparatory curriculum
  - o 3 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
  - o **Evidence**:

Quality and Character of School Life

- 3 - Relational Trust
  - o 3 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)
  - o 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - o 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - o **Evidence**:
- 3 - Student Voice, Engagement, and Civic Life
  - o 3 Study politics
  - o 3 Become informed voters and participants in the electoral process
  - o 3 Engage in discussions about current and controversial issues
  - o 3 Explore their identities and beliefs (REQUIRED: OSEL)
  - o 3 Exercise student voice (REQUIRED: OSEL)
  - o 3 Authentically interact with community and civic leaders
  - o 3 Engage with their community

- o 3 Take informed action where they work together to propose and advocate for solutions
- o 3 Experience a schoolwide civics culture
- o **Evidence**:
- 3 - Physical and Emotional Safety
  - o 3 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - o 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - o 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)
  - o 3 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)
  - o **Evidence**:
- 3 - Supportive and Equitable Approaches to Discipline
  - o 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - o 2 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - o 3 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)
  - o 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - o **Evidence**:
- 4 - Family & Community Engagement
  - o 4 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - o 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).
  - o 4 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - o 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)
  - o 4 Communicate with families proactively and frequently about class and individual activities and individual student?s progress (REQUIRED: OSEL)
  - o 4 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - o 4 Partner equitably with parents speaking languages other than English
  - o 4 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)
  - o **Evidence**:

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

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: Attendance Rate The more frequently our students are in school, the more instruction they will receive which will increase student achievement.	Overall		95.00	96.00
SQRP: National School Growth Percentile - Math (Grades 3-8) We are a 98% Latino school, so this encompasses half of the school	Latinx		45.00	49.00
	Overall			
SQRP: National School Attainment Percentile - Reading (Grade 2) Attainment is the goal for all students in every school, but the other growth goals support attainment by moving the students closer to attainment in Reading. Teachers will need time to curriculum map the whole year and align it vertically.	Overall		52.00	55.00
	Latinx		51.00	54.00
SQRP: % of Students Making Sufficient Annual Progress on ACCESS Almost 1/3 of our school is an EL and we have seen their progress on ACCESS stall since last year. Because we are a TBE bilingual school, we want to ensure that our students are fully bilitirate	Overall		42.00	45.00
	Latinx		42.00	45.00
SQRP: National School Attainment Percentile - Reading (Grades 3-8) This one goes along with the other reading attainment goal so we will focus in on grades 2-4. Teachers will need time to curriculum map the whole year and align it vertically.	Overall		56.00	59.00

Required metrics (Elementary) (33% complete)

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

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
My Voice, My School 5 Essentials Survey We want to maintain our highly organized designation on 5E.					

Custom metrics (0% complete)

	2018-2019 Actual	2019-2020 Actual	2019-2020 Goal	2020-2021 Goal	2021-2022 Goal
(Blank) (Blank)					

Strategies

Strategy 1

If we do...	Improve on planning tier I differentiated instruction based on student data (most recent NWEA or ACCESS)
Then we see...	an improvement in student achievement
which leads to...	increase of NWEA of 5% and an increase of 5% in ACCESS
Budget Description	More PD on how to use the curriculum we have and differentiate it for our students. Perhaps funding for PD presenters to come to the school.
Tags	Leadership for Continuous Improvement, Instruction, MTSS, MTSS: Fidelity of Implementation, Math: Rigorous Tasks, Math: Curriculum
Action steps	• (Not started) PD on planning better tier I instruction with differentiation Tags: • (Not started) Creating a feedback loop on tier I instruction unit plans aligned to data Tags: • (Not started) Gifted and Gen Ed teachers meet regularly to discuss curriculum goals to meet the needs of all students (including DLs, ELs, and MTSS Tier 1-3)

	Tags:

Strategy 2

If we do...	choose better curriculum that fits our community better
Then we see...	more engaged students in rigorous tasks
which leads to...	increase student achievement in NWEA reading and math.
Budget Description	
Tags	Curriculum

Action steps	• (Not started) have teacher teams take a deep dive into our current reading and math series to check for items listed in research that states it will help in student achievement.
	
	  Tags:
	
	• (Not started) If our current series (curriculum) does not meet the requirements set out by researchers, then we have a team of teacher (one from each grade level at minimum) take a look at vendors to a better fit curriculum towards the end of the SY.
	
	  Tags:

Strategy 3

If we do...	get better at assessment and grading
Then we see...	more accurate results transmitted to students and parents
which leads to...	moving students forward based on standards they need to master at each grade level and subject.
Budget Description	PD on standards based grading and reporting from external source as admin team is not fluent in how to roll this out.
Tags	Assessment: Balanced Assessment and Grading
Action steps	• (Not started) PD on how to begin turning a points system to a 4 point rubric to grade everything based on standards and skills Tags:Balanced Assessment and Grading, OECE: PK Assessment & Data

	• (Not started) Open discussion around equitable grading for all students Tags:Equity: Fair Policie sand Systems

Strategy 4

If we do...	have teachers take on more leadership roles
Then we see...	teachers working together with admin
which leads to...	better trust with the whole staff.
Budget Description	
Tags	Leadership for Continuous Improvement
Action steps	• (Not started) Begin the CIWP sharing with asking for teachers to take on leadership roles to improve trust within the building. Tags:

Action Plan

Strategy 1

PD on planning better tier I instruction with differentiation

Jun 01, 2020 to Sep 08, 2020 - Admin team

Creating a feedback loop on tier I instruction unit plans aligned to data

Jun 01, 2020 to Sep 08, 2020 - Admin team

Gifted and Gen Ed teachers meet regularly to discuss curriculum goals to meet the needs of all students (including DLs, ELs, and MTSS Tier 1-3)

Oct 07, 2020 to Jun 18, 2021 - teachers

Strategy 2

have teacher teams take a deep dive into our current reading and math series to check for items listed in research that states it will help in student achievement.

Aug 24, 2020 to Dec 18, 2020 - Teachers and Admin team

If our current series (curriculum) does not meet the requirements set out by researchers, then we have a team of teacher (one from each grade level at minimum) take a look at vendors to a better fit curriculum towards the end of the SY.

Aug 24, 2020 to Dec 18, 2020 - Teachers and Admin team

Strategy 3

PD on how to begin turning a points system to a 4 point rubric to grade everything based on standards and skills

Aug 24, 2020 to Jun 18, 2021 - admin team and external partner

Open discussion around equitable grading for all students

Aug 31, 2020 to Sep 04, 2020 - admin team and network support

Strategy 4

Begin the CIWP sharing with asking for teachers to take on leadership roles to improve trust within the building.

- teachers and admin team

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.

[ ]

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.

We look at all of the student level data and review with each grade level teacher team and parent organizations to see if they are in agreement that these goals will be the ones we need to focus on to move the school forward.

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

The ILT/MTSS team meets frequently and reviews the data on students needing extra support which guides us in creating more differentiated tier I lessons to meet the needs of the various learners found in our school. This includes ELs, DLs, struggling readers as well as the gifted students.

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.

Our school is 98% Latinx, so historically they are all underserved students. We partner with our parent organizations (PAC, BAC, LSC, Parent Mentors) to see what input they can provide to help guide us along with the data, towards proven methods to engage and move student achievement forward year by year.

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).

We have an MTSS coordinator as well as a team that meets frequently to review their progress and align it to the teacher's unit plans to see if the teacher is in fact differentiating their tier I lessons t meet the needs of all students. This team provides input to the ILT and PPLC committees to make the adjustments school-wide to support the struggling learners. Budget is always aligned to support our struggling learners catch up so that we can move groups of students to the next level.

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

We don't usually need to replace teachers as most of our teachers are there to stay for the long term. We want to provide stability to the community. When we do need to hire a teacher, we follow CPS' protocol of posting jobs and getting candidates. We do encourage our existing teachers to spread the word and ask them to apply via CPS. Once we receive applicants, we conduct a phone interview first, then a guest lesson taught at our school. We have a hiring committee that helps interview. We have the counselor ask SEL questions, the EL coordinator asks questions about how to support ELs in their class, the DL case manager asks questions about inclusion and co-teaching models and admin asks questions about classroom management, planning lessons and parent involvement.

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.

This is always a tough one since we have so little PD days built into the school calendar. We have tried optional after-school PD, but not everyone attends. We try to conduct PD via grade level meetings, but by the time staff uses the washroom and such, the time is simply not enough. We do create a calendar of PD based on our CIWP and what the ILT/MTSS team identifies as valuable instructional practices that all teachers will use to move the student achievement forward.

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

We offer a variety of school-based parent groups such as LSC, PAC, BAC and Parent Mentors thru SWOP. We now have a Friends of Pasteur parent committee that does a great job on promoting avenues for all parents to be involved in the school even if its for a few minutes here and there. We have good parent involvement. We also conduct family literacy nights, STEAM night, movie nights for the community, a school play twice a year, awards assemblies at the end of the year.

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.

We now house 4 pre-K rooms. Those teachers work in conjunction with the kinder teachers to ensure a smooth transition. We serve 80 pre-k students at a time. We do have space for 120 kinder students, so some do come to us without any pre-k experience. We have the parent mentors support those rooms as some children may have never been in a structured school setting prior to kinder.

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.

Every descision is made by the teacher groups with information from student data. Teacher groups meet to give input as to what the school should adopt next and why.

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.

We have walking math and reading groups. We have an MTSS coordinator who monitors student achievement and she and her team will pull out students to give support through out the day. We place teachers aides in those rooms as well to provide more hands on deck. We also provide before and after school tutoring opportunities. We leverage out after-school CSI program to run a homework help club as well.

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.

During the organizational meeting, the meeting dates and times will be set for the coming school year. The times and dates are set by the parents to ensure
they are convenient for the majority of our parents to attend. The first committee meeting of the school year will be to inform parents and community
members of the ESSA, Title 1 programs as well as to set the mission for the group. We will host our annual organizational meeting in the beginning of
September. The Annual Title 1 Meeting and ESSA Organizational meeting will be held in September 2020. These meeting serve to inform parents on how the Title I funds are used as well as to receive feedback from the community about what programs they feel the school should have to support them better.

ESSA Targeted Assistance Program

Parent Involvement and Schoolwide Programs

[X] 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.

Review of the ESSA, Title I funds usage begins with the community meeting where the budget is shown and explained for the coming school year. The parents are presented with their PAC funds as well at this meeting. Admin goes over the ESSA funds used to hire teachers as well as supplemental curriculum items, etc. Parents are asked what they would like to see more of in the school to support their children in the form of a survey.

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

We hold an initial meeting in early September to take a poll of the day and time for subsequent meetings where the most people can attend. At this meeting the principal goes over what is Title I and why our school gets these funds and how they are used throughout the year. The principal goes over PAC as well as other parental involvement opportunities such as BAC, LSC, Friends of Pasteur, and Parent Mentor program through SWOP.

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.

We poll the community at the beginning of every school year to see when it is most convenient for the majority of parents. We will not be able to appease everyone, but we try to make it convenient for the masses. We hold meetings in the mornings as well as the evenings.

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.

We share the IAR test results with each child and parent at the beginning of the school year. The teachers conduct goal setting meetings with the students and their parents so they see where they currently are and where they want to be (realistically) by middle of the year and by the end of the year. Teachers hold parent meetings every quarter to go over their child's performance and how they can support them from home.

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.

We do not hire staff that is not highly qualified for the students they teach. The only times this has become an issue is when our regular teacher is out on leave and we cannot locate a sub with the same credentials. We notify parents immediately via robocall as well as the schools Remind account. If they have questions, they can ask administration. They are also asked to come in and meet the substitute in person, especially if it is one that will be covering for longer periods of time.

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.

The school goes over the types of exams as well as common core standards at each grade level with parents at the beginning of the year as well as throughout the year on a timely manner. We encourage all parents to sign up for parent portal (ASPEN) to keep track of their child's progress. We also encourage all teachers to send reminders home when their child is beginning to struggle. We inform parents when their child is on tier II MTSS via letter in the mail.

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.

PAC usually hires an outside vendor to come in and give workshops to parents around literacy, numeracy, technology, English language acquisition etc to parents so they are better capable of supporting their child's learning 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.

With the parent mentorship program, all teachers see the value in an involved family and the impact they have on the child's acheivement. we hold many community nights as well as host quarterly parent meetings at every grade level so parents can be on top of their child's progress and the teachers give the parents strategies to use at home with their child.

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.

We have grown to 4 preschool classrooms in the past year. We have repeatedly told the parents at all meetings the importance of early childhood to get their children prepared for structured learning starting in kinder. We can now service 80 students instead of the 20 we did before. We also have partnered with VOCEL to bring in workshops to help parents and children from several months of age to teach parents how to structure play to learn. We serve 13 parents and students in that program which meets weekly.

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.

We send robocalls in both Spanish and English. Every correspondence we send home is translated into both languages.

Policy Implementation Activities

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

[X] **<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>**

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

[X] **<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)

All were checked off.

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.)

Louis Pasteur School will help maximize the unique potential of each child we serve. Pasteur promotes a safe, orderly, caring, and supportive environment. We strive to have parents, teachers, and community members actively involved in our students' learning.

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.

Besides the two dates set for report card pick up, we hold quarterly meetings with all parents so the teachers can show the parents what they have been working on, what they will start working on , and share simple strategies all parents can implement at home to support their child's learning. We also host scheduled conferences at a parents request.

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

Teachers share reports weekly, some daily, via electronic methods such as Remind, emails, and Class Dojo for the younger ones. When a student begins to struggle, the teacher notifies the home. We also encourage all parents to sign up for parent portal (ASPEN) to stay on top pf their grades.

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

Parents can request a meeting with any teacher before, during their prep time, or after school. All the parent has to do is request the meeting a few days in advanced so they teacher can make any necessary arrangements.

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.

We have the parent mentor program what has parents in classrooms daily. We have many parent volunteers that also come into the school to volunteer for many activities. The background check CPS now requires has dampend the amount of volunteers we get as many families may be undocumented and are afraid of stepping forward. We send home a volunteer request form at the beginning of every school year and have extras in the info section of the main hallway.

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

parent portal helps, but many do not sign up for it. Most of our parents are much more hands on and prefer to come to the school and speak to the teacher directly. Teachers do keep parents informed via phone calls, remind texts, or class dojo.

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

We offer several options such as foreign language, gifted program, and a drama track offered through our after-school program.

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).

We have a PBIS program in which students can earn Pasteur-Bucks for attendance weekly, being prepared for class daily, being a good attitude student, etc. Once a month, they can spend their Pasteur-Bucks at the school store. They are also recognized for their monthly attendance with the dollar-machine that does not contain real money, but rather more Pasteur-Bucks or coupons for dress down days, wear a silly hat to school day, lunch with a friend day, etc. At the semester and end of year, we host award ceremonies for academics, attendance, and citizenship.

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.**
>
> Pasteur's parent involvement plan will continue to provide education for all parents to be able to better support their children at home in their education process.

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

Account(s)

Description

Allocation

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$0.00
53405	**Supplies** 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.	$300.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$500.00
54125	**Consultants** 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)	$2000.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$200.00
54205	**Travel** 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.	$100.00
54565	**Reimbursements** 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.	$100.00

53510	**Postage** Must be used for parent and family engagement programs only.	$0.00
53306	**Software** Must be educational and for parent use only.	$0.00
55005	**Furniture and Equipment** 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.	$0.00