



MISSOURI SCHOOL IMPROVEMENT PLAN

ACCOUNTABILITY PLAN 2009-2011

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SUPERINTENDENT OF SCHOOLS**

SPECIAL ADMINISTRATIVE BOARD

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ACCOUNTABILITY PLAN

(2009 – 2011)

INTRODUCTION

In December 2009, the St Louis Public Schools (SLPS) Special Administrative Board (SAB) approved the SLPS Accountability Plan. Through the five ePeG areas, this document lays out the vision and mission of the school district, its key goals and the actions and performance indicators that will be used to judge the success of district efforts. The Accountability Plan is aligned to the Comprehensive Long Range Plan (CLRP), which has served as the District's resource for school improvement and accreditation attainment for the past two years. As focus for the Accountability Plan, the SAB identified 12 objectives as critical for the 2009-11 school years.

The Accountability Plan highlights Special Administrative Board (SAB) and SLPS administrative actions that will put the district in the best possible position to support schools and students and meet its overarching goal of regaining accreditation. Additionally, signature programs called "Superintendent Initiatives" are included as a part of the plan which addresses key findings from the Missouri School Improvement Program (MSIP) findings. The accountability plan details what is to occur during the next eighteen months in order to achieve performance indicators, evaluate progress and plan for change. An internal process has been developed to continuously monitor implementation and track progress.

Status on the goals, objectives and strategies of the Accountability Plan will be shared with the community through public community meetings and through monthly status reports to the SAB and the Superintendent. Following completion of the Accountability Plan within the next 18 months, a comprehensive district strategic plan will be developed.

The timelines given in the plan position the district to make well informed decisions predicated on benchmarked progress with time to make mid-year corrections when and if necessary. The intent of the Accountability Plan is to provide the operational guide for ensuring that St. Louis Public Schools reaches full accreditation by 2011.

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THE 12 CRITICAL AND URGENT OBJECTIVES OF THE ACCOUNTABILITY PLAN AND CLRP DEFINED THROUGH EPEG AREAS

◆ KEY OBJECTIVE: STUDENT PERFORMANCE

1. Communication Arts/Math

The District will provide the necessary resources to ensure all SLPS students perform at or above grade level in reading and math by 2014 and will improve or maintain the consistent growth shown for all grades over the past two years.

2. Academic Interventions

District students identified as “high risk” of school failure and dropout will receive documented additional instructional assistance designed to meet their individually assessed needs, as well as access to need specific programs and interventions.

3. Educational Persistence

District schools will show growth in both attendance and graduation rates, as well as declines in the dropout/withdrawal rates at the high school level from the previous year.

4. Scholastic Preparation

The District will document the status of SLPS graduates to show that an education was provided that prepared them for the workforce either in continued education in college or career/technical schools, or immediate employment.

5. Data-supported Decision making

The District will interpret, analyze and distribute performance data to improve instruction, administrative practices and program evaluation with the use of the Pulse student information management system.

◆ KEY OBJECTIVE: HIGHLY QUALIFIED STAFF

6. Highly Effective Leadership in All Schools

The District will provide evidence that it has ensured that each school has a highly qualified and effective school leader as a principal by the start of the 2010-2011 school year and has also provided adequate resources to impact academic achievement and school improvement efforts.

7. Professional Development

The District will implement a Professional Development Plan approved by the SAB and provide the fiscal and staffing capacity to ensure its implementation and success.

The District will provide evidence of district initiatives implemented by analyzing data and conducting evaluations that address the effectiveness and benefit of the professional development provided.

8. Teacher Certification of Professional Practice

The District will provide evidence that it has ensured that every student is taught by a highly qualified teacher, as defined by state standards and that each teacher provided instruction in DESE defined courses

The District will provide evidence that it conducted regular performance evaluations that assessed professional practices of teacher skill and proficiency

◆ **KEY OBJECTIVE: PARENT AND COMMUNITY INVOLVEMENT**

9. Training and Active Involvement of Parents/Guardians

The District will document the opportunities provided for parents/guardians to be involved in their child's total educational process.

10. Public Information and Institutional Advancement

The District will document the provision of consistent and meaningful opportunities for stakeholders to be aware of the execution of the Comprehensive Long Range Plan and the Accountability Plan

The District will show evidence that it designed and implemented marketing strategies that ensured the active engagement and support of the community for St Louis Public Schools and its students

◆ **KEY OBJECTIVE: FACILITIES, RESOURCES AND SUPPORT**

11. Balanced Budget

The District will align spending and expenditures to priority areas as identified in the CLRP and the Accountability Plan to eliminate inefficiency and balance the district's budget in all academic and operational areas

◆ **KEY OBJECTIVE: GOVERNANCE**

12. Clarify Roles and Responsibilities

The District will commit to sustained and effective leadership and management and implement a process for monitoring and evaluating the joint critical and urgent objectives identified in the CLRP and the Accountability Plan.

SUPERINTENDENT'S INITIATIVES FOR 2009-2011

After School Programs

To be placed at every elementary school, these programs will provide care, education enhancement and support, health and social services to students

School Turnaround Programs

A selected vendor will provide 16 SLPS middle schools with intensive academic intervention and employ a leadership initiative to help principals to "turn" schools around

Full Service Schools

Through collaborative partnerships with community service providers, schools will be given a variety of resources, including family support to assist with child rearing, employment and housing options

Pilot Schools

Five (5) SLPS elementary schools will be selected to design a theme for innovative school management and instructional techniques for student learning. These five schools will be given limited autonomy as they improve student and teacher performance

Innovative Concept School

Introduced by Judge Jimmie Edwards, this high school will support a four-tiered approach to ensuring that high risk high school students are given the support necessary to achieve academically

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I.A.I.d	Monitor the progress and provide supports for students who are reading below grade level and provide appropriate wrap around services	9/8/2009	12/30/2011	Establish processes to identify students reading below grade level	Implement RTI model for intervention; determine if additional resources and supports are needed beyond academic support	Provide evidence of collaboration between counselor and classroom teacher of any home and or additional community resources needed for support beyond academics	Provide documentation that identified students' progress and show evidence of monthly reviews by the building SIT team	OWNER(s): Chip Jones (RTI), Paula Knight, Dan Edwards											
I.A.I.e	Identify, train/support staff and implement well researched/best practice supplementary/alternative literacy and math materials for Tier II/III intervention.	8/1/2009	11/30/2011	Review RTI plan to determine district identified instructional initiatives and supplementary materials/ identify staff responsible for Tier II /III intervention	Develop plan for PD related to identified materials/ processes	Distribute proposed plan to appropriate staff for review and possible revision before roll-out	Implement plan with embedded program evaluation components to ensure future review/ possible revisions	OWNER(s): Chip Jones; TEAM: Laura Brock, Diane Cox, Bertha Doar, Dan Edwards, Sheila Smith-Anderson											
I.A.I.f	Refine and train/support staff in the CARE/SIT team process.	8/1/2009	5/30/2011	Determine appropriate CARE & SIT team membership, roles and responsibilities	Design group processes by which each team operates in line with PLC guidelines and the program evaluation to determine effectiveness	Design and implement professional development plan to ensure effective implementation of CARE & SIT teams	CARE & SIT teams are initiated	OWNER(s): Chip Jones, Laura Brock, Michelle Clark, Yvonne Tate, Ira Bivens, Sheila Smith-Anderson, Diane Cox											
I.A.I.g	Determine the level of rigor and relevance based on data submitted by TLFs related to instructional strategies and Depth of Knowledge (DOK) levels through use of 4th Cycle MSP Walkthrough Forms	10/1/2009	6/1/2011	Develop schedule for review of TLF walkthrough data and establish baselines and targets in indicated areas	Walkthrough data indicates 10% increase over baseline re: to DOK and instructional levels	Walkthrough data indicates 15% increase over baseline re: to DOK and instructional levels	Walkthrough final report indicates targets met as evidenced by a DOK/ instructional levels increase of 20% or more	OWNER(s): Diane Cox, Dan Edwards, Paula Knight											
I.A.I.h	Audit master schedules in every school to ensure occurrence of appropriate and viable course offerings with the required number of minutes per the state standards	8/31/2009	12/1/2011	Design a process for examining master schedules to determine gaps	Examine master schedules and report on discrepancies by building	Convey information to principals regarding discrepancies with a timeline for remediation	All buildings master schedules for the 2010-2011 school year will reflect required and appropriate course offerings with correct number of minutes	OWNER(s): Dan Edwards, Paula Knight, Cleopatra Figgures, Sheila Maddins											

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I.A.1.i	Increase participation in the Parents as Teachers (PAT) Program for families with children prenatal to age 3.	9/14/2009	6/30/2011	Examine available data to determine causes for low enrollment in PAT Program	Conduct focus groups with existing and past parents to help refine marketing strategies to increase participation	Design marketing strategies based on data collected from focus groups and develop a plan that includes an evaluation and review process	Implement marketing and recruitment plan	OWNER(s): Paula Knight; Nahid Hashemi	
I.A.2	Strategy 2: Provide supports to increase the number of students scoring at proficiency or above in Math and Communications Arts for all subgroups to meet state requirements for AYP	8/20/2009	8/31/2011	Design and implement action plan to include benchmarks and targets of action steps for Strategy 2	Review of plan indicates attainment levels indicated in plan are met @ 50% level	Review of plan indicates attainment levels indicated in plan are met @ 75% level	Review of plan indicates targets are met	OWNER(s): Dan Edwards, Paula Knight, Diane Cox, Chip Jones, Nahid Chapman, Cleopatra Figures MSIP: 6.2, 6.3, 6.4, 7.1, 9.1, 9.2, 9.3 CSIP: 18-20, 23, 36, 50, 55, 61, 63 CLRP: 1, 14, 16, 18, 19, 22, 30	
I.A.2.a	Train teachers in MAP instructional strategies including creating, using and scoring MAP-like assessments throughout the year.	9/14/2009	3/30/2011	Audit current work, design and implement a plan using effective PD guidelines for ongoing, rotational sessions to timely meet needs	Develop and plan to ensure the discrepancies and ideal model(s) are addressed.	Plan implemented with 75% of sessions occurring	All sessions completed prior to MAP testing	OWNER(s) Laura Brock; Diane Cox, Bertha Doar, and Extended Academic Team	
I.A.2.b	Monitor the instructional frequency of Grade Level Expectations/Content Level Expectations (GLEs/CLEs) through lesson plan design, using an electronic tool.	9/14/2009	2/1/2011	Develop a process/program ming tool to track GLE/CLE use in lesson plans/ identify baseline of GLEs/CLEs addressed	Report indicates 50% of GLEs/CLEs are addressed in lesson plans	Report indicates 75% of all GLEs/CLEs are addressed in lesson plans	Report indicates GLEs/ CLEs have been addressed prior to MAP/EOC testing	OWNER(s): Dan Edwards, Paula Knight, Diane Cox, Jesolyn Larry, Principals	
I.A.2.c	Require schools to implement MAP-like strategies and assessments frequently as evidenced through a review of lesson plans.	9/14/2009	3/30/2011	Develop a process to determine staff knowledge and skill in development of MAP/EOC - like strategies and assessments	Design plan to address needs indicated that contains triangulated summative assessment measures	Implement plan to include review of lesson plans triangulated with review of lesson plans and walkthrough data	Conduct an evaluation of the process and plan; adjust as necessary prior to MAP/EOC testing	OWNER(s): Paula Knight, Dan Edwards, (Extended Academic Team)	

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I.A.2.d	Revise Individual Academic Plans (IAPs) based on benchmark assessments, teacher-made assessments, and analysis of MAP and design interventions for students	9/14/2009	12/30/2011	Develop a plan to establish/ revise the process for IAP review/ revision and monitoring; schedule in teacher-made assessments & lesson plans	Initiate implementation of plan to establish/ revise processes for IAP review/ revision and monitoring; Ensure individual student data are incorporated into plans	Implement plan and ensure compliance with random IAP reviews across school sites	Provide documentation from all school sites of the improvement in IAP quality/ implementation	OWNER(s): Dan Edwards, Paula Knight, Diane Cox, Curriculum Supervisors				
I.A.2.e	Monitor the fidelity and level of implementation of the newly adopted K-5 math and K-8 communication arts textbooks	8/20/2009	6/30/2011	Review/revise schedule and process for monitoring textbook implementation/ establish percentage baseline for implementation at all school sites	Implement schedule and plan/increase percentage by 10%	Monitor schedule & plan/increase percentage by additional 20% from the established baseline	Document all components/ timelines within plan were met, as well as a total increase in implementation by 20% or more	OWNER(s): Diane Cox; Paula Knight, Curriculum Supervisors				
I.A.3.	Strategy 3: Increase the number of students in K-8 reading at grade level or above by 10%	9/14/2009	8/30/2011	Design and begin implementation of plan to include benchmarks and targets for addressing action steps of Strategy 3	Review of plan indicates benchmarks established in plan are met @ 50% level	Review of plan indicates benchmarks levels established in plan are met @ 75% level	Review of plan indicates targets were met	OWNER(s): Paula Knight, Diane Cox, Dan Edwards MSIP: 6.3, 6.7, 9.1, 9.2, 9.3 CSIP: 17-20, 23 CLRP: 1, 18, 19, 22				
I.A.3.a	Provide targeted professional development in the area of literacy for all instructional leaders at school and district levels.	9/14/2009	6/1/2011	Identify staff needs in area of literacy based on district instructional initiatives	Create long range plan to address differentiated needs of staff	Identify and publish schedule of topics, presenters, dates and locations for review and feedback by selected staff	Completed schedule is implemented beginning second semester of the 2009-2010 school year and evidence provided 6/30/10 on success of implementation	OWNER(s): Laura Brock; Diane Cox, Sheila Smith Anderson, Cleopatra Figgures, Bertha Doar				
I.A.3.b	Structure a team (Content Area Specialists, Teaching Learning Facilitators (TLFs), and selected district personnel) to collaborate on creating exemplar intervention modules for deficient academic areas and exemplar Individual Academic Plans.	9/28/2009	1/6/2011	Create action teams to design the plan to create exemplar intervention modules and IAPs	Provide evidence of plan completion of intervention modules and IAP exemplars	Provide PD sessions for staff related to use of modules and IAP development using the developed plan	Provide evidence that all objectives in plan are met and include evidence of use by staff	OWNER(s): Laura Brock; Dan Edwards; Paula Knight, Diane Cox, Curriculum Supervisors				

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I.A.3.c	Provide teachers with the power Grade Level Expectations (GLEs) and sample instructional teaching strategies	9/14/2009	10/5/2011	Develop a timeline for the creation of instructional strategies, samplers and identify and disseminate GLEs	GLEs distributed/ 25% of sample instructional strategies to staff aligned with timeline indicated in plan	Ensure 50% of sample instructional strategies disseminated	100% of instructional strategies disseminated	OWNER(s): Diane Cox, Curriculum Supervisors, Cleopatra Figgures, Bertha Doar	
I.A.3.d	Ensure all elementary and middle school sites offer academic after school programs to provide extended day experiences.	10/5/2009	12/30/2011	Audit locations and types of current after school programs	Established desired after school program parameters to be addressed at all school sites	Determine gap between existing and desired programming parameters	Provide evidence of plan development and implementation that ensure all school sites have optimum after school programming by Sept. 2010	OWNERS (s): Diane Cox, John Windom, Judith King	
I.A.4	Strategy 4: Align all district assessments with district curricula and focus on using results to inform instruction and improve overall student and district performance	8/20/2009	6/30/2011	Design a plan to implement benchmark and targets for action steps of Strategy 4	Review of plan indicates benchmarks indicated in plan are met @ 50% level	Review of plan indicates benchmarks indicated in plan are met @ 75% level	Review of plan indicates targets were met	OWNER(s): Paula Knight, Diane Cox, Curriculum Supervisors, Cleopatra Figgures MSIP: 6.1, 6.2.1, 6.2.3, 6.2.4, 6.3, 6.3.4, 6.5.2, 6.7.2, 9.1, 9.1.2, 9.1.3 CSIP: 1, 27, 29-34 CLRP: 3, 30	
I.A.4.a	Review and refine the number of formal benchmark assessments and align them to the pacing guides	8/20/2009	12/1/2011	Create team to examine current formal benchmark assessments used in SLPs	Determine current alignment with SLPs core curricula and pacing guides	Adjust comprehensive assessment plan	Provide evidence that the adjusted comprehensive assessment plan was implemented	OWNER(s): Dan Edwards, Paula Knight, Diane Cox, Curriculum Supervisors, Cleopatra Figgures	
I.A.4.b	Develop a plan for the distribution and use of data in a useable format specific to each school site and usable by the administration and school leadership team for instructional decision making to increase student achievement	10/12/2009	12/30/2011	Determine data desired and needed by school sites	Examine current available data to determine alignment with articulated desires and needs	Review current data dissemination process	Provide evidence of a data generation and dissemination process	OWNER(s): Sheila Smith-Anderson, Cleopatra Figgures, Bertha Doar	
I.A.4.c	Develop and implement processes to ensure alignment between curriculum, assessment and professional development	10/5/2009	6/1/2011	Create team to examine and document alignment issues that currently exist	Design plan to address non-alignment issues	Regularly schedule team meetings to determine if plan is successful in addressing identified alignment issues	Provide evidence via a random survey that alignment between curriculum, assessment and professional development exists	OWNER(s): Diane Cox, Sheila Smith-Anderson, Laura Brock, Cleopatra Figgures	
I.A.4.d	Create a user's guide to assessment that explains the purpose for formative assessment and suggests protocols for using data from the assessments	10/12/2009	6/30/2011	Create team to develop user's guide to assessment	Develop table of contents and format for guide	Provide evidence that first draft of guide was completed and disseminated to random vertical groups for review and feedback	Distribute completed guide to staff via scheduled professional development	OWNER(s): Cleopatra Figgures, Bertha Doar	

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I.A.5	Strategy 5: Ensure that the curriculum and its supporting documents are aligned to state standards and grade or course level expectations	8/20/2009	6/1/2011	Design and begin implementation of a plan to action steps of Strategy 5	Review of plan indicates benchmarks and targets indicated in plan are met @ 50% level	Review of plan indicates benchmarks and targets indicated in plan are met @ 75% level	Review of plan indicates targets are met	OWNER(s): Chip Jones, Dan Edwards, Paula Knight, Frank Logan, Diane Cox, Mary Anne Hoppe, Ira Bivens, Curriculum Supervisors	MSIP: 6.1, 6.1.1 CSIP: 51
I.A.5.a	Ensure that the curriculum is aligned with state standards, embedding guidance and gifted curricula.	8/20/2009	6/1/2011	Create teams to review curriculum - include supervisors, regular and gifted education teachers and counselors	Teams review existing curriculum to ensure documents are in alignment with state standards	Team to ensure that curriculum embeds guidance and gifted curricula in the four core subject areas in grades PK-12	Provide evidence of curriculum review that show embedded guidance and gifted items in curriculum	OWNER(s): Diane Cox, Dan Edwards, Paula Knight, Mary Anne Hoppe, Ira Bivens, Curriculum Supervisors	
I.A.5.b	Create a comprehensive assessment plan and utilize assessments aligned to the curriculum	10/5/2009	5/1/2011	Create team to review current and proposed assessments and calendar including 2010-2011 how the information will be rolled out to schools	Distribute proposed plan to random group of schools for feedback	Modify plan where possible and adjust where necessary	Use revisions and adjustments for completion of 2010-2011 assessment calendar	OWNER(s): Cleopatra Figures, Bertha Doar, Diane Cox, Curriculum Supervisors	
I.B	Objective B: Maximize the learning of secondary students through an instructional leadership focus.	7/1/2009	6/1/2011	Implement Strategies of Objective B	Establish 50% benchmarks for all action steps in Objective B strategies	Establish 75% benchmark levels for all action steps in Objective B strategies	Document completion status of action steps for Objective B strategies	OWNER(s): Dan Edwards, Frank Logan	
I.B.1	Strategy 1: Demonstrate above average scores on American Government EOC based on average proficiency score of all other EOCs for Spring 2009 (no baseline available)	10/1/2009	10/1/2011	EOC data to be assembled	Implement plan for ensuring attainment of benchmark and targets for action steps of Objective B	Review of plan indicates benchmarks and targets indicated in plan are met @ 50% set	Document attainment level of benchmarks and targets set	OWNER(s): Dan Edwards, Secondary Curriculum Supervisors	CLRP: 1
I.B.1.a	Provide EOC data to teachers and TLFs; determine and target CLEs necessary for focused and targeted interventions	8/31/2009	10/1/2011	Review of EOC data	Develop and finalize a format to display/present EOC data	Present data to teachers and TLFs	Develop and provide focused and targeted interventions using data	OWNER(s): Dan Edwards, Secondary Curriculum Supervisors, Cleopatra Figures, Bertha Doar	

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I.B.1.b	Provide support to align teacher made assessments to the written curriculum through training and professional learning communities within schools.	8/31/2009	10/1/2011	Create team (include classroom teachers), to design a plan to include assessing schools not in receipt of PLC training and PD for developing aligned teacher made tests/formative assessments	Share proposed plan with schools for feedback including a timeline for training with topics, dates, presenters and formative assessment loops for adjustment	Begin implementation of plan in Spring 2010 with formative assessment loops driving refinement for 2010-2011 school year	Provide evidence that fully developed plan will be implemented in 2010-2011 school year	OWNER(s): Laura Brock, Diane Cox, Sheila Smith Anderson, Curriculum Supervisors	
I.B.2	Strategy 2: Ensure that 100% of schools will offer challenging high school studies that have an identified set of learning experiences.	9/14/2009	12/10/2011	Conduct audit and design a process to ensure consistent course offerings across school sites	Provide evidence that 50% of schools have consistent course offerings across schools	Provide evidence that 75% of schools have consistent course offerings across schools	Provide evidence that 100% of schools have consistent course offerings across schools	OWNER(s): Dan Edwards, Frank Logan	MSIP: 6.1, 6.2, 6.3 CSIP: 5, 39, 147 CLRP: 4, 26
I.B.2.a	Conduct an audit of course offerings to ensure appropriate career education offerings and students' equitable access to technology for global awareness, library, and instructional resources.	9/14/2009	12/10/2011	Provide evidence of the audit of current course offerings and access opportunities	Determine gaps in existing offerings/opportunities and desired state	Develop plan to address gaps between current state and desired state	Implement plan with embedded program evaluation components to ensure future review/possible revisions	OWNER(s): Frank Logan, Dan Edwards, IT Support	
I.B.3	Strategy 3: Increase the percentage of students scoring at or above the national average on the ACT.	9/14/2009	5/1/2011	Design and implement plan for attaining benchmarks and targets for action steps 1.B.3.a - 1.B.3.c	Review plan and establish attainment of benchmarks at @ 50% level	Review plan and establish attainment of benchmarks at @ 75% level	Review of plan indicates targets are met	OWNER(s): Dan Edwards, Cleopatra Figures	
I.B.3.a	Establish criteria identifying students who will take ACT.	9/14/2009	10/16/2011	Examine current criteria for identifying students taking ACT	Determine gaps between current practices and desired practices for selection	Develop plan to address gaps between current practices and desired practices for selection	Implement plan with embedded program evaluation components to ensure future review/possible revisions	OWNER(s): Dan Edwards	

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I.B.3.b	Provide professional development for teachers to incorporate ACT activities in lesson design.	9/8/2009	10/16/2011	Audit current professional development offerings to support teacher in incorporating ACT activities in lesson design	Work with team, including teachers, to determine professional development needs of staff in incorporating ACT and future staff activities in lesson design and create plan/may include possible revision of lesson plan design	Design comprehensive, differentiated, cyclical professional development plan to address current needs/plan will include a program evaluation component to ensure future review/revisions	Implement plan	OWNER(s): Laura Brock, Dan Edwards							
I.B.3.c	Provide additional opportunities for student to have access to ACT Preparation Courses and/or study sessions.	9/8/2009	5/1/2011	Audit current opportunities for student access to ACT preparation courses and/or student sessions	Determine gaps between current opportunities and desired opportunities	Develop plan to address gaps between current and desired opportunities for students	Implement plan with embedded program evaluation components to ensure future review/possible revisions	OWNER(s): Dan Edwards, Principals							
I.B.4	Strategy 4: Increase number of DESE Qualified Advanced Courses and Advanced Placement offered to students in the high schools and the number of students enrolled in those courses.	8/20/2009	11/30/2011	Design and implement plan for action steps of Strategy 4	Document benchmark and target attainment levels are met @ 50% level	Document benchmark and target attainment levels are met @ 75% level	Review of plan indicates targets are met	OWNER(s): Dan Edwards, Frank Logan, John Niemeyer, Curriculum Supervisors	MSIP: 6.1, 9.1.2, 9.4.1 CSIP: 4, 10 CLRP: 24						
I.B.4.a	Review benchmark data to reconcile district course offerings prior to the official DESE Core Data submission.	9/14/2009	12/4/2011	Review benchmark data for 2009-2010 school year to determine areas of need by December, 2009	Audit current course offerings to determine alignment of needed vs. current offerings based on benchmark data review	Review current benchmark data through January 2010 to determine if trends are consistent with 09-10 results	Determine needed courses based on review of data for implementation in the 2010-2011 school year	OWNER(s): Dan Edwards, Frank Logan, Principals							
I.B.4.b	Review the master schedules of all high schools to determine the Advanced Placement and Advance Courses offered to students.	8/20/2009	9/25/2011	Audit current AP and Advanced courses by individual school sites to determine equity of offerings	Provide evidence schools have targeted number of courses of a minimum of 50% increase in offerings across schools	Provide evidence schools have targeted number of courses of a minimum of 75% increase in offerings across schools	Provide evidence all schools have targeted number of courses offered	OWNER(s): Dan Edwards, Frank Logan, John Niemeyer							

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I.B.4.c	Review enrollment to ensure equity within the enrollment of AP and Advanced courses.	8/20/2009	9/25/2011	Conduct analysis of enrollment of NCLB subgroups to determine if school population is reflective of enrollment	Determine optimum enrollment guidelines based on school population using NCLB subgroups	Develop processes to increase enrollment in AP and Advanced classes to be in alignment with school population	Provide evidence the enrollment in AP and Advanced courses reflects total school environment	OWNER(s): Dan Edwards, Frank Logan, John Niemeyer, Cleopatra Figures				
I.B.4.d	Review student performance on benchmarks on a quarterly basis in AP and Advanced courses and design interventions based on data.	10/16/2009	5/1/2011	Design processes for quarterly review and analysis of benchmark data and organize by course	Establish trend data and intervention process for individual students	Implement intervention process	Conduct and provide evidence of ongoing evaluation to determine effectiveness of interventions and adjust regularly	OWNER(s): Dan Edwards, Frank Logan, Cleopatra Figures, Bertha Doar, Principals				
I.B.4.e	Review certification of staff prior to the start of school for AP and Advanced courses to ensure appropriate certification.	3/1/2010	8/2/2011	Assess certification status of staff assigned to AP and Advanced courses in Spring 2010	Develop plan to ensure all staff are fully certified prior to August 2010	Develop recruitment plan if necessary to ensure all staff are certified prior to August 2010	Provide evidence that all staff are certified	OWNER(s): Sharonica Hardin, Dan Edwards, Frank Logan				
I.B.5	Strategy 5: The District will increase the number of prevocational and vocational courses and activities in Grades 9-12 to include a minimum of two (2) courses at each school site.	9/8/2009	5/3/2011	Conduct audit of number of pre-vocational/ vocational courses and activities and design plan to address all action steps below	Determine if 50% of timelines/ objectives indicated in plan have been met	Determine if 75% of timelines/ objectives indicated in plan have been met	Provide evidence that all timelines/activities in plan have been met and or completed	OWNER(s): Frank Logan, Dan Edwards, CTE Coordinators	MSIP: 6.2, 7.3.2, 7.3.3, 7.3.4, 1.3 CSIP: 38, 39, 40, 147 CLRP: 4			
I.B.5.a	Develop a comprehensive range of career and technical education courses for all high schools aligned with state codes.	9/8/2009	10/30/2011	Audit current career and technical education course offerings by individual school site	Develop comprehensive range of courses for all school sites	Ensure all courses are aligned with state codes	Submit required paperwork to DESE to offer a comprehensive range of courses at all school sites	OWNER(s): Frank Logan, Dan Edwards, Sheila Madkins				
I.B.5.b	Determine course expansion in 2009-2010 school year for implementation in 2010-2011 to meet DESE approval date.	9/8/2009	5/3/2011	Audit current career and technical education course offerings by individual school site	Develop comprehensive plan of career and technical education classes to be implemented at all school sites	Determine needed expansion at each school site	Submit required paperwork to state to offer a comprehensive range of courses at all school sites	OWNER(s): Frank Logan, Dan Edwards				

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I.B.5.c	Develop an implementation plan to focus CTE course offerings in 11th-12th grade courses.	9/8/2009	4/12/2011	Convene team to audit CTE course offerings by individual school site	Develop a comprehensive plan for targeting 11th and 12th graders	Identify students at each school site and target CTE course matriculation	Confirm CTE courses and attendance per Core Data submissions	OWNER(s): Frank Logan, Dan Edwards	
I.B.5.d	Ensure students are placed appropriately in CTE courses using data from targeted assessments including but not limited to student inventories and industry needs assessments.	9/8/2009	1/8/2011	Determine industry needs	Determine assessment plan for accurate placement of students in CTE courses ensuring student interests and industry needs are included	Assess current and future students with assessments	Provide evidence all students are accurately and appropriately placed	OWNER(s): Frank Logan, Dan Edwards, CTE Coordinators	
I.B.5.e	Establish process to reconcile district program completers numbers with Core Data entries prior to Core Data submissions.	9/8/2009	1/29/2011	Identify reason(s) for inaccurate CORE data entries	Develop plan to address discrepancies based on findings	Implement plan to reconcile discrepancies	Provide evidence that Core Data accurately reflects course completers	OWNER(s): Dan Edwards, Frank Logan, Sheila Madkins	
I.B.5.f	Identify and increase the number of external community partnerships to place CTE students into work experiences beyond graduation.	9/8/2009	4/23/2011	Audit existing partnerships	Determine gaps in community partnerships	Work with community partners to develop additional partnerships to include post graduate internships	Provide evidence that students are placed in post graduate internships	OWNER(s): Frank Logan, Dan Edwards, Blake Youde	
I.B.6	Strategy 6: Provide career and technical student organizations for all approved programs.	9/8/2009	1/30/2011	Establish baseline for school site of external partnerships; Develop plan for increasing partnerships and establishing student organization for all approved programs	Increase percentage of external partnerships and student organizations from approved programs by 50%	Increase percentage of external partnerships and student organizations from approved programs by 75%	Provide evidence that all school sites have met targets for increased number of external partnerships/student organizations for approved programs	OWNER(s): Frank Logan, Dan Edwards	MSIP: 6.3, 6.5, 7.3.3 CSIP: 39 CLRP: 4
I.B.6.a	Develop plan for supporting student organizations to include external partner sponsorships.	9/8/2009	1/29/2011	Create team to identify potential external partners and a plan to support student organizations	Create list of viable external partners	Support student organizations with plan developed and use of external partners finalized	Provide evidence plan is implemented	OWNER(s): Frank Logan, Dan Edwards, John Windom, Blake Youde	

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I.B.8.c	Work with community and business sector to identify mentors for students at risk of dropping out of high school.	6/15/2009	11/30/2011	Develop cyclical, ongoing screening process to identify potential dropouts	Compile quarterly roster of potential dropouts	Work with community partners to identify sufficient pool of mentors to support all students	Document that all students are assigned to mentors with consideration made to industry interest and personality compatibility	OWNER(s): Dan Edwards, Bill Parker, John Windom, Blake Youde	
I.B.9	Strategy 9: Ensure that 100% of students graduating are both career and college ready as they proceed to postsecondary opportunities.	6/12/2009	11/29/2011	Design and begin implementation of plan to action steps for strategy 9	Review of plan indicates benchmarks established are met @ 50% level	Review of plan indicates benchmarks established are met @ 75% level	Review of plan indicates benchmarks and targets are met	OWNER(s): Dan Edwards, Frank Logan, Stacy Clay, Ira Bivens, Jim Dishman MSIP 9.5	
I.B.9.a	Design a process to provide support services and safety nets for potential drop outs.	9/8/2009	11/20/2011	Conduct root cause analysis for drop out occurrences	Audit support processes in place to address potential drop outs	Design plan to address discrepancies between root cause analysis data and existing supports	Provide evidence of an implemented plan containing components to ensure regular review and needed revisions	OWNER(s): Bill Parker, Dan Edwards, Frank Logan, Chip Jones, Marilyn Mims, Betty Shackleford, Deidre Thomas-Murray	
I.B.9.b	Establish a targeted plan to address students at risk of dropping out of school and recovering drop outs at each school site.	9/8/2009	11/20/2011	Design and begin implementation of the "at risk drop out plan"	Monitor supports put in place to address potential drop outs via plan	Address discrepancies between existing supports for the plan	Provide evidence of plan's implementation containing components to ensure supports were in place	OWNER(s): Bill Parker, Dan Edwards, Betty Shackleford, Deidre Thomas-Murray, Principals	
I.B.10	Strategy 10: Ensure that a minimum of 75% of graduating seniors apply for admission to a postsecondary program or institution.	9/8/2009	3/30/2011	Design and implement a plan for action steps 1.B.10.a - 1.B.10.c	Review of plan indicates benchmarks established are met @ 50% level	Review of plan indicates benchmarks established are met @ 75% level	Review of plan indicates benchmarks and targets are met	OWNER(s): Chip Jones, Dan Edwards, Frank Logan, Stacy Clay, Ira Bivens, Jim Dishman MSIP: 9.1.2 CSIP: 5 CLRP: 26	
I.B.10.a	Monitor and document the progress of seniors as they apply to postsecondary programs or institutions of higher education	9/1/2009	3/1/2011	Create processes to determine post graduate plans and monitor goal attainment for all high school seniors	Develop database of emergency contacts for all students for ease in tracking	Contact all students within 30 days after graduation to ensure emergency contact is current for all students	Provide evidence that processes to successfully track all students were fully implemented	OWNER(s): Chip Jones, Dan Edwards, Stacy Clay, Ira Bivens, Jim Dishman	

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I.B.10.b	Provide postsecondary planning courses for students and provide training for teachers to teach the courses	9/1/2009	6/30/2011	Create team, (include HS principals); Assess current state of existing courses/design plan for inclusion in buildings identified as in need/design PD plan for teachers	Conduct training for teachers in Spring 2010	Ensure inclusion of courses in HS master schedules by May, 2010	Provide evidence that enrollment in courses reflect implementation; evaluate program; conduct student focus groups - to determine if action is accomplished	OWNER(s): Chip Jones, Laura Brock, Diane Cox, Frank Logan, Dan Edwards, Stacy Clay, Ira Bivens							
I.B.11	Strategy 11: The District will show an annual increase annually of graduates who attend a postsecondary program or institution.	7/1/2009	7/1/2011	Design and implement benchmarks for action steps for strategy 11	Review of plan indicates benchmarks established are met @ 50% level	Review of plan indicates benchmarks established are met @ 75% level	Review of plan indicates benchmarks and targets are met	OWNER(s): Dan Edwards, Chip Jones, Frank Logan, Stacy Clay, Jim Dishman							MSIP: 9.4.3, 9.5 CSIP: 6, 7 CLRP 23, 26
I.B.11.a	Implement a 4-year electronic graduation plan at the end of 8th grade.	8/1/2009	2/28/2011	Explore electronic plans for tracking student progress	Select/develop plan for tracking student progress to graduation	Identify process for maintaining an updated roster for tracking all students to graduation	Provide evidence that tracking plan was implemented	OWNER(s): Chip Jones, Dan Edwards, Frank Logan, Ira Bivens Counselors							
I.B.11.b	Require guidance counselors to conduct annual review of transcripts and four year career plans with students.	9/1/1909	1/31/2011	Develop process for identifying current and mid year enrollees for current roster	Work with each student to design four year career plans	Develop plan to ensure annual review of transcripts and four year plan	Provide evidence that plan was implemented	OWNER(s): Chip Jones, Dan Edwards, Frank Logan, Jim Dishman, Ira Bivens							
I.B.11.c	Require guidance counselors to meet with every student at the beginning of the junior and senior year to assess earned credit toward graduation status and bridging to postsecondary goals.	9/1/2009	1/31/2011	Develop roster of incoming junior and senior students	Design process to ensure mid year enrollees are included on appropriate roster for graduation status and 4year plan review	Develop schedule to ensure all students receive counselor services and guidance toward graduation and post secondary goals	Provide evidence that schedule was implemented	OWNER(s): Chip Jones, Dan Edwards, Frank Logan, Jim Dishman, Ira Bivens, Principals							
I.B.11.d	Provide post secondary planning sessions for all sophomores and juniors focused on instructional opportunities.	9/1/2009	1/31/2011	Determine current supports in place for all sophomores and juniors to ensure on-time graduation and post secondary planning	Increase supports if necessary, to ensure planning sessions occur	Monitor planning sessions	Provide evidence that college planning sessions occurred	OWNER: Dan Edwards, Frank Logan, Chip Jones, CTE Coordinators Principals, Ira Bivens							

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I.C	Objective C: The District will increase the learning of all students through improved attendance.	7/1/2009	6/30/2011	Design and implement plan for addressing action steps of Objective C	Review of plan indicates benchmarks established are met @ 50% level	Review of plan indicates benchmarks established are met @ 75% level	Review of plan indicates benchmarks and targets are met	OWNER(s): Dan Edwards, Paula Knight, Bill Parker, Betty Shackleford, Sheila Madkins, Principals	MSIP: 9.4.3, 9.6 CSIP: 7, 8, 9 CLRP: 26, 28, 29
I.C.1	Strategy 1: Ensure that the district meets the state attendance rate of 93%.	8/20/2009	11/30/2011	Establish the current attendance rate for each school; develop a plan for addressing attendance issues	Review plan to set benchmarks for each school to reach state attendance rate	Monitor attendance rates of each school daily	Review of plan indicates benchmarks and targets are met	OWNER(s): Dan Edwards, Paula Knight, Bill Parker, Betty Shackleford, Sheila Madkins, Principals	MSIP: 9.4.3, 9.6 CSIP: 7-9 CLRP: 26, 28, 29
I.C.1.a	Require all schools to develop an attendance plan to meet state target	9/8/2009	10/30/2011	Determine which schools do not have operational attendance plans	Provide support to school sites in the development of an effective attendance plan	Monitor implementation of attendance plans to determine effectiveness	Provide additional support to schools with ineffective attendance plans until goal is met	OWNER(s): Dan Edwards, Paula Knight, Bill Parker, Betty Shackleford, Sheila Madkins, Principals	
I.C.1.b	Review and monitor monthly attendance of schools and central office level, engaging school social workers, DPs, attendance monitors and parent support specialists in the process.	9/23/2009	6/1/2011	Have each school site submit monthly attendance data	Partner successful schools with less successful schools to share strategies	Ensure additional support to school sites in revising attendance plan when not meeting attendance target	Review attendance reports monthly to determine if targets are on track for attainment	OWNER(s): Dan Edwards, Paula Knight, Bill Parker, Betty Shackleford, Sheila Smith-Anderson, Chip Jones, Diane Cox, Principals	
I.C.1.c	Reconcile Core Data reports with the offices of Informational Technology and Accountability with school representatives - on a monthly basis.	9/30/2009	6/1/2011	Identify root causes for differences in reconciliation between building and core data	Identify process for reconciling core data reports with individual schools	Establish schedule for monthly meetings and reviews with school site representatives	Provide evidence of monthly meeting and CORE data reconciliations	OWNER(s): Cleopatra Figures, Sheila Madkins, DPPs	

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I.D.2.b	Increase the number of ESOL highly qualified teachers on an incremental basis to close the ratio gap between the district and DESE recommendations.	8/1/2009	11/30/2011	Audit ESOL staff resources to determine the gap between current and DESE recommended ratios	Design plan to increase the number of highly qualified ESOL teachers including timeline and program [possible university partnership]	Identify funding resources to support development of highly qualified ESOL teachers including but not limited to Title I tuition reimbursement	Gap between DESE recommended and SLPS highly qualified ESOL teachers is reduced significantly over a designated period of time	OWNER(s): Chip Jones, Diane Cox, Laura Brock, Nahed Chapman, Sharonica Hardin					
I.D.2.c	Increase services and opportunities for ESOL parents to be engaged in the educational and social life of the school.	8/1/2009	11/30/2011	Conduct comprehensive needs assessment, including survey and focus groups, with parents of ESOL students to determine needed services and opportunities to engage them in school life	Develop plan to increase services and opportunities to engage parents of ESOL students in the educational and social life of the school	Create review panel of educators and parents of ESOL students to determine viability of proposed plan	Provide evidence of an implemented plan	OWNER(s): Chip Jones, Diane Cox, Nahed Chapman, Blake Youde					
I.D.3.1	Strategy 3: Develop processes and protocols within schools to reduce barriers to education for children and youth experiencing homelessness.	8/1/2009	11/30/2011	Design and implement plan for addressing action steps of Strategy 3	Review of plan indicates benchmarks established are met @ 50% level	Review of plan indicates benchmarks established are met @ 75% level	Review of plan indicates benchmarks and targets are met	OWNER(s): Bill Parker, Deirdra Thomas-Murray	MSIP: 6.3.4 CSIP: 98				
I.D.3.a	Develop seamless intake processes to be communicated to the schools and community agencies for homeless students' entry into schools.	8/1/2009	11/30/2011	Review current processes for intake, support to and transition of homeless students	Determine an optimum intake and transition process for homeless students	Team consisting of SLPS staff, community members and parents design plan to ensure intake, support and transition processes are provided to clientele	Implement plan with an evaluation component to ensure review and needed revisions occur	OWNER(s): Bill Parker, Betty Shackleford, Deirdra Thomas-Murray					

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I.D.3.b	Develop and communicate an articulated plan of wraparound supports for students experiencing homelessness.	8/1/2009	11/30/2011	Review current processes for wrap-around supports for students experiencing homelessness	Determine optimum wrap-around processes for students experiencing homelessness	Build a team consisting of SLPS staff, community members and parents to design plan to ensure optimum wrap-around supports are provided to students experiencing homelessness	Implement plan with an evaluation component to ensure review and needed revisions occur	OWNER(s): Bill Parker, Deidre Thomas-Murray, Sheila Smith-Anderson, Betty Shackleford, Blake Youde							
I.D.3.c	Meet all provisions of NCLB and McKinney-Vento Acts through appropriate allocation of funding sources for homeless services.	9/1/2009	12/31/2011	Identify critical components of NCLB and McKinney-Vento Acts	Review previously developed plan to ensure appropriate intake, support, transition and wrap-around services are provided to students/ families experiencing homelessness are appropriate with NCLB and McKinney Vento Acts	Determine funding necessary to implement aligned plan and work with appropriate SLPS staff and community to ensure adequate funding exists	Provide evidence of implemented plan that shows requisite funding is implemented with an evaluation component to ensure review and revisions occur as needed	OWNER(s): Bill Parker, Deidre Thomas-Murray, Diane Cox, Betty Shackleford							
I.D.4	Strategy 4: Increase summer school enrollment by 5% from the 2008-2009 SY for students needing intervention/remediation while expanding offerings and options beyond summer school.	10/5/2009	5/21/2011	Establish plan for increased enrollment and aligned course offerings within and beyond summer school.	Ensure all elementary and middle schools have after operational after school programs	Plan for summer school created by December 2009	After school program evaluation completed and revised plan for 2010-11 based on program evaluation	OWNER(s): Dan Edwards, Paula Knight, Chip Jones, Frank Logan, Diane Cox MSIP: 6.1.4 CSIP: 16							
I.D.4.a	Audit summer courses offered in 2008-2009 and expand based on indicated needs.	10/5/2009	5/21/2011	Design plan for auditing and expanding summer school courses based on need/ data	Determine courses needed for 2009-2010 SY and for future course needs	Identify offerings for 2010 summer school	Implement a summer school program reflective of changes	OWNER(s): Dan Edwards, Paula Knight, Chip Jones, Diane Cox, Frank Logan							
I.D.4.b	Develop summer school recruitment plan by December 2009	10/5/2009	12/30/2011	Examine evaluation of 2009 summer school program	Develop plan for increasing enrollment incorporating program evaluation data	Distribute proposed plan to Academic Team and selected staff for feedback and possible plan revision	Complete summer school recruitment plan and roll out by December, 2010	OWNER(s): Patrick Wallace, Academic Team							

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I.E.2.b	Review gifted curriculum and standards from various states, region, and nation.	1/8/2010	11/1/2011	Create a vertical team to review state and national gifted standards	Team reviews gifted curriculum and its alignment to state and national gifted standards	SLPS PK-12 curriculum reviewed for alignment with state and national gifted standards	Document evidence of gifted standards within SLPS curriculum	OWNER: Mary Anne Hoppe				
I.E.2.c	Create a committee of gifted and regular education teachers, district personnel, and university partners to develop/refine the gifted curriculum.	1/8/2010	11/1/2011	Create vertical team, to include regular and SPED teachers, university staff, principals from each level as well as gifted teachers to create/refine curriculum	Team reviews current curriculum and determines alignment with state and national standards	Team develops PK-5 gifted curriculum after reviewing state and national standards	Gifted Curriculum is implemented	OWNER: Mary Anne Hoppe				
I.F	Objective F: The District will review and restructure the guidance program.	10/9/2009	1/10/2011	Establish a team to design guidance curriculum and create a first draft	Guidance curriculum objectives are inserted into existing social studies/science and PE curricula	Constituent review team provides feedback on proposed curriculum and insertion in existing curricula	Limited components of guidance curriculum are implemented	OWNER(s): Frank Logan, Diane Cox, Chip Jones, Ira Bivens, Jim Dishman, Curriculum Supervisors, CTE coordinators	MSIP: 6.9.1, 6.9.4 CSIP: 144, 145			
I.F.a	Refine the comprehensive guidance program and embed each of the DESE prescribed components with focus on program, curriculum and evaluation.	10/1/2009	3/31/2011	Establish team to design guidance curriculum and create a first draft	Guidance curriculum objectives are inserted into existing social studies/science and PE curricula	Constituent review team provides feedback on proposed curriculum and insertion in existing curricula	Limited components of guidance curriculum are implemented	OWNER(s): Chip Jones, Diane Cox, Frank Logan, Jim Dishman, Curriculum Supervisors, CTE Coordinators				
I.F.b	Train/support key staff in the implementation of the comprehensive guidance curriculum.	1/1/2010	11/30/2011	Identify key staff for full implementation of guidance curriculum	Conduct needs assessment to determine key staff knowledge of comprehensive guidance curriculum implementation	Develop plan to include a component that allows key staff to be used as a trainer for other staff based on needs assessment data	Provide evidence of plan implementation and training	OWNER(s): Laura Brock, Chip Jones, Sheila Smith-Anderson, Diane Cox, Ira Bivens, Curriculum Supervisors, CTE coordinators				

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I.F.C	Embed/cross-reference the guidance curriculum in other related curriculum areas.	10/1/2009	11/30/2011	Establish team to design guidance curriculum and finalize a curriculum	Guidance curriculum objectives are inserted into existing social studies/science and PE curricula	Constituent review team provides feedback on proposed curriculum and insertion in existing curricula	Components of guidance curriculum are implemented					OWNER(s): Diane Cox, Chip Jones, Frank Logan, Sheila Smith-Anderson, Ira Bivens, Curriculum Supervisors, CTE coordinators	
II	II. Highly Qualified Staff												
II	GOAL: Recruit, develop and retain district employees who demonstrate the knowledge, skills and professional capacity required to guarantee student learning.											Team Leader: Sharonica Hardin	
II.A	Objective A : The District will ensure that every position has a written job description delineating duties, functions, operating procedures and responsibilities.	10/1/2009	6/1/2011	Collect and analyze job titles and functions; link to actual SLPS positions	Update jobs of current employees to match their function	Match jobs to departments and create performance based evaluation instrument	Accurately link all active job descriptions to each SLPS employee; link all inactive job descriptions to true vacancies					OWNER: Pat Canada	CLRP: 8
II.B	Objective B: Develop the process and training for site-based administrators to perform and document staff evaluations.	7/1/2009	8/1/2011	Design process based on best-practices	Determine training format, materials, and schedule	Train all administrators	Provide evidence administrators are able to effectively evaluate and monitor employee performance					OWNER(s): Sharonica Hardin, Sheila Smith-Anderson	CLRP: 21, 30
II.B.1	Strategy 1: Provide extensive training in the area of performance management and objective delivery, development of personal, departmental, and organizational goals	9/1/2009	6/1/2011	Create plan to align HR training with District goals/objectives set in the Accountability Plan	Share HR alignment plan with other central office departments and assist with department alignment	Align HR plan with performance management system for all departments	Provide evidence of the use of a performance management system in all Central Office departments					OWNER(S): Sharonica Hardin, Pat Canada	
II.C	Objective C: Require a data-driven connection between professional development expenditures and teacher and/or student performance.	8/1/2009	8/1/2011	Review and analyze current PD expenditures for staff	Complete a cost benefit analysis based on performance results from teachers and students	Use the data obtained from cost benefit analysis for comprehensive PD planning	Align professional development expenditures to enhance performance of teachers and students					OWNER(s): Laura Brock, Sheila Smith-Anderson	CLRP: 30
II.C.1	Strategy 1: Provide supports for central office development of a comprehensive PD plan that aligns systemic goals and objectives with staff, student and teacher performance	8/1/2009	8/1/2011	Review current pd plan for comprehensive alignment to Accountability Plan	Refocus components of pd not aligned to meet systemic goals of Accountability Plan	Modify pd plan and establish training schedule	Prepare evaluation plan to determine alignment					OWNER(s): Laura Brock, Sheila Smith-Anderson	

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II.F.2	Strategy 2: The District will develop and implement a week-long SLPS induction model for all staff new to the SLPS	1/1/2010	6/30/2011	Review current induction model	c	Plan and implement a week-long model	Determine effectiveness from evaluation of process	OWNER: Sharonica Hardin				
II.G	Objective G: The District will maintain MSIP Desired or Minimum staffing ratios in all areas	8/1/2009	8/1/2011	Continue to utilize existing staffing formulas	Conduct automatic calculation of staff adjustments; determine a process for communicating reductions and new staff assignments	Complete staff adjustments by the 3rd week in September of each year	Provide evidence that staffing ratios are at the state desirable or minimum levels designated by the state	OWNER(s) Keesha Strong, Joyce Robinson, Rita McMillan				
III	III. Facilities, Instructional Programs, Support											
III	Goal: To ensure the District's full accreditation through the provision of a physical environment and supporting programs and processes that guarantee student learning.											
III.A	Objective A: [Technology]: The District will develop a secure technological environment that effectively and efficiently integrates curriculum, instruction and assessment to improve data collection, analysis, reporting and decision-making that positively impact classroom instruction.	4/10/2009	12/31/2010	District will complete a district wide technology plan	Technology plan will be communicated to all central offices and school buildings	Schools will be required to include a technology component in their school plans	Review of school plans will shown evidence of technology component	OWNER: Jesolyn Larry				
III.A.2	Strategy 2: Increase the area network bandwidth provided to each school for increased reliability and efficiency for teaching, learning and assessment (TLA).	4/10/2009	6/30/2011	Provide fiber connectivity with 100 mbps and GPD connections to each school	Survey schools and complete easements	Complete construction; bid; and install equipment	Instructional Technology to provide evidence that bandwidth project has been completed to assist T/L/A	OWNER: Jesolyn Larry				
III.A.3	Strategy 3: Implement a district-wide data warehouse, dashboard student information management system	8/1/2009	11/30/2011	Purchase software from Vendor that interfaces with current SIS system	Have software company set up student information management system	Operationalize the student information management system, including staff training for use of system	Provide evidence of student information management system implementation	OWNER(s): Cleo Figgures, Sheila Madkins, Sheila Engle				
III.B	Objective B: [Safety and Security]: The District will provide a climate for all clients, including support staff, that is safe, secure and conducive to teaching, learning and classroom management.	4/10/2009	6/30/2011	Develop a plan for safety and security staff to receive training on school security protocols and interpersonal relationships	Implement plan, ensuring that benchmarks and targets set for training are set	Monitor training and benchmark attainment	Provide evidence that safety and security staff received training; plan was implemented	OWNER(s): Cecil Jenkins, Lisa Taylor, Misty Dobyne				CLRP: 7
III.B.2	Strategy 2: The District's Emergency Management Committee and Building Principals will update the District's/Schools' Emergency Operations Plans.	7/1/2009	3/31/2009	Select members for an Emergency Management Committee	Train members of Emergency Management Committee on school safety operations	Include safety components into district and school plans	Provide evidence that plans were approved with safety components	OWNER(s): Lisa Taylor, Cecil Jenkins				

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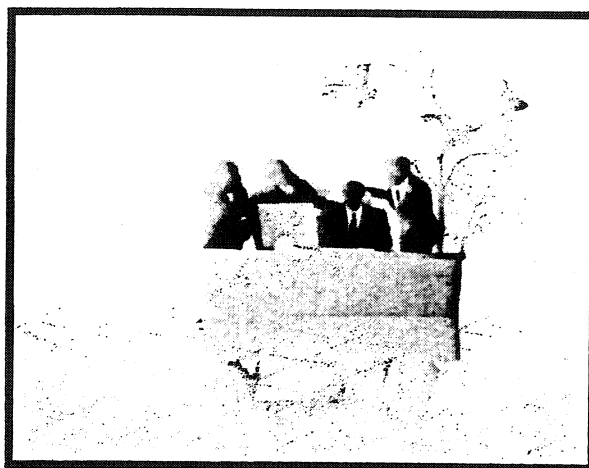
V.E	Objective E: SAB to participate in ongoing professional development focused on improving student achievement through the informed use of the board's governing documents				Board to participate in ongoing MSBA PD related to governance	Participation in ongoing PD sessions	Show evidence of session participation in discussion with superintendent	Completion of PD sessions on governance	BM1	BM2	BM3	OWNER(s): SAB members Team Leader: Kelvin Adams	
	SUPERINTENDENT INITIATIVES 2009-2011												
ASP	Superintendent Initiative: After School Program	9/1/2009	6/30/2011		Place an after school program in every school	Set up process to document after school programs are operational	Document type of level of service provided by after school program	Show evidence of program operation				OWNER(s): Kelvin Adams; Team John Windom, Judith King	
FSF	Superintendent Initiative: Full Service Schools	9/1/2009	6/30/2011		Develop a model that builds collaborative partnership between school and community	Implement full service model in 13 schools	Set up process to document operation of program and service delivery	Show evidence of program operation and service delivery through nFocus Sc				OWNER(s): Kelvin Adams; Team John Windom, Peg Pedersen, Judith King	
NYT	Superintendent's Initiative: School Turnaround Program	9/1/2009	6/30/2011		Selection of New York Turnaround Program vendor and implementation of program	Vendor Instructional support and administration of vendor selected assessments	Evidence of implementation of turnaround program components	Evidence that guarantee made by vendor of instructional improvement from 08-09 has occurred				OWNER(s): Kelvin Adams, Alice Roach	
ICS	Superintendent's Initiative: Innovative Concept School	9/1/2009	6/30/2011		Approval by SAB for creation of high school geared specifically to high school dropouts	Approved vendor begins high school	Evidence that high school is operational and supports its mission of reducing dropouts	Evidence that high school is operational, matriculates and maintains at risk students with high attendance, low suspension and no expulsion				OWNER(s): Kelvin Adams, Judge Jimmie Edwards	
PS	Superintendent's Initiative: Pilot Schools	9/1/2009	6/30/2011		Five elementary schools were selected to employ innovative management and instructional techniques	Approved limited autonomy and theme	Evidence of theme and operational difference observed by SLPS administration	Evidence of change from 2008-09 to 2009-10 as noted by improved attendance and performance on assessments, lower discipline				OWNER(s): Kelvin Adams, Alice Roach	



ST. LOUIS BOARD OF EDUCATION POLICY

COMMUNITY RELATIONS FEDERAL PROGRAMS PARTICIPATION BY THE PUBLIC PARENTAL INVOLVEMENT

The Special Administrative Board of the Transitional School District of the City of St. Louis (The "Board") believes the education of students is a shared responsibility. The school, parent/family, and the community share this responsibility. We are committed to making the parent/family and the community a part of the educational process of our students. Our mission is to cultivate activities that will encourage the home and the community to take an active role in the education of their children and our students.



To this end, the Board recognizes and adopts the following (6) goals:

- 1. Promote regular, two-way, meaningful communication between home and school.***
- 2. Promote and support responsible parenting.***
- 3. Recognize the fact that parents/families play an integral role in assisting their children to learn.***
- 4. Promote a safe and open atmosphere for parents/families to visit the school that their children attend and actively solicit parent/family support and assistance for school programs.***
- 5. Include parents as full partners in the decisions affecting their children and families.***
- 6. Use available community resources to strengthen and promote school programs, family practices and the achievement of students.***

The Plan to implement these goals is as follows:



1. Promote regular, two-way, meaningful communication between home and school.

- School staff, at the direction of the principal, will make reasonable efforts to contact the home of every student assigned to their school prior to the start of the school year.
- Schools will use the automatic dialing system to inform parents of school activities.
- Teachers will make reasonable efforts to contact the home of every student assigned to their class within the first two weeks of the school year.
- Principals, teachers, school social worker, family parent support specialists, or other school staff will attempt to visit the home of every student they are unable to contact by phone; and.
- The Principal will ensure effective two-way, meaningful communication between home and school and shall include, but is not limited to, newsletters, flyers, e-mail, active updated website and calendars.
- Principals will monitor communication between home and school done by staff.

2. Promote and support responsible parenting.

- To the extent possible, each school will have at least one workshop per semester that deals directly with parenting skills, and at least one workshop that will explain and help parents understand the district's curriculum, Adequate Yearly Progress, and the Missouri Assessment Program (MAP).
- Each school will have a parent resource area, which will have parenting materials as well as instructional materials for each grade level in the school readily available for distribution to parents.
- Each school in the district is encouraged to support the formation and sustain the activities of an active Parent Teacher Organization (P.T.O.).
- The Parent Assembly of the Saint Louis Public Schools shall serve as an independent, non profit organization providing in collaborative parental involvement decision making input to the Office of Federal Programs, the Superintendent of Schools and the Special Administrative Board or any other governing body charged with the oversight of the St. Louis Public Schools.
- Each school building will coordinate and integrate its parent involvement strategies, programs and activities with Community Education, Parents as Teachers (PAT), Reading First, Head Start, and community partners.



3. Recognize the fact that parents/families play an integral role in assisting their children to learn.

- Schools and the district shall involve parents/families in the planning of school-wide programs, including school improvement planning and the development and implementation of any new school policies or procedures.
- In developing school calendars, schools will include parents in the planning deliberations to include night and weekend events to help bring parents/families into the school. (For example, curriculum night, reading night, family health care night, bingo night, parenting skills night, etc.) Collaborative effort will be used to create calendars that will serve the needs of each individual school.
- Parents, families, and community partners will be included in the school and district planning and evaluation of parent involvement strategies, programs, and activities.
- The district and schools will involve parents in the joint development of the Comprehensive School Improvement Plan (CSIP) and in the process of implementing school improvement strategies, programs, and activities for improving student achievement.
- The CSIP, where necessary, will include school-wide improvement goals for parent & community involvement that are Specific, Measurable, Achievable, and Relevant & Timely (SMART) and connected directly to school data.
- The district will provide coordination, technical assistance, and other support to assist schools in planning, implementing, and sustaining meaningful two-way communication to parents about effective research-based parental involvement activities to improve student achievement;

4. Promote a safe and open atmosphere for parents/families to visit the school that their children attend and actively solicit parent/family support and assistance for school programs.

- Schools will provide parents/families with a copy of the district's policy on student discipline and attendance, as well as any school specific policies (uniform policy, school code of conduct, etc.).
- Schools will be encouraged to provide parents/families opportunities to communicate with teachers through phone calls and or conferences.

5. Include parents as full partners in the decisions affecting their children and families.

- The district will inform parents/families and the community of any changes in the district's curriculum or discipline policy and give parents an opportunity to provide feedback.



- Build the schools' and parents' capacity for strong parental involvement by assisting parents in understanding such topics as the State's academic content and achievement standards, academic assessments, how to monitor a child's progress, and how to work with educators, by providing materials and training to help parents work with their children. One training session per semester will be devoted to educating teachers, student support services, principals, and other staff in the value and utility of the contributions of parents and how to work with parents.

6. Use available community resources to strengthen and promote school programs, family practices, and the achievement of students.

- School staff and other district staff will actively recruit members of the community and businesses in the community to take an active role in the education of all students in the district.
- Schools may provide parents/families and the community with a list of volunteer opportunities in the school.
- Coordinate parental involvement strategies with those under other programs, such as Head Start, Reading First, Early Reading First, Even Start, Parents as Teachers, Home Instruction for Preschool Youngsters, Office of Volunteer Services and State-run preschool programs (providing support for parental involvement activities as parents request it) and Title III English Languages Learners (ELL) programs;
- Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy, including the identification of barriers to greater participation, especially by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background; use the findings of the evaluation to design strategies for more effective parental involvement; revise, if necessary, parent involvement policies;
- Each school will evaluate overall parental involvement at the end of school year. The building staff will use the school's evaluation to make improvements in an effort to enhance the district's parental involvement policy.
- To further implement this policy, the schools will provide information in a format accessible to all members of the public, including individuals with disabilities. Further, all school and district information shall be provided for the parent in a timely manner and in a language parents can understand.

References:

Legal: Section 167.700 RSMo.
Policy adopted: April 2, 2009

MONITORING PROCESS

- ❖ Online portal - password protected for owners and team members.
- ❖ Left side of scorecard will be static – information from full plan.
- ❖ Right side of scorecard – performance analysis section that is updated by owners and team members.
- ❖ Updates done bi-weekly.
- ❖ Use of a three point rubric:
 - 3 = Exceeds Expectations
 - 2 = Meets Expectations
 - 1 = Not Meeting Expectations

II. Highly Qualified Staff

GOAL:

Objective D:

Strategy 1

Owner(s):

Start Date:
End Date:

Benchmarks:

Completion Evidences:

Superintendent's Initiatives:

	% of Progress toward Benchmark Attainment		
	1st Benchmark	2nd Benchmark	3rd Benchmark

Rating Scale

3= Exceeds Expectations

2=Meets Expectation

1= Not Meeting Expectations

SOURCES OF DATA USED TO PREPARE MISSOURI SCHOOL IMPROVEMENT PROGRAM REPORTS

Data used to complete Missouri School Improvement Program (MSIP) reports comes from a variety of sources. The use of multiple sources of data and information has been a characteristic of the MSIP review process from its inception.

All data used for the Resource standards (1.1-5.2) are derived either from Core Data or from supplemental information provided directly from the district.

Data or information related to the Process standards (6.1-8.13) is derived from Team Members' Observations; Interviews; Advance Questionnaires completed by teachers, support staff, parents, students, board members, counselors, librarians, administrators, and district administrators; documentation provided by the district; and, the District's Response to the Standards (DRS). Parts of the District Response to the Standards are incorporated into the report as "verbatim" responses (responses written exactly as submitted by the district). Verbatim responses can always be identified because they have been italicized in the report. These responses have not been edited although they may have been shortened to fit within the available space in the report's database.

In the Performance standards (9.1-11.2), the Missouri Assessment Program (MAP) data and the ACT data are based on student scores and come directly from the publishers of these tests. Districts, through the Core Data submission process, provide all dropout, attendance, college course, vocational course, vocational placement and college placement data and grade point average (elementary districts only).

MSIP FINDINGS

1. The district does not have a coordinated system for effectively developing, implementing and evaluating policies, personnel, programs and services. (All Standards)
2. There is a lack of alignment among curriculum, assessment, instruction and professional development practices. (6.1/6.2/6.3/6.7)
3. There is a lack of rigor in classroom instruction and assessment in many classrooms and buildings in the district. (6.2/6.3)
4. There is inadequate and inequitable access for students and staff to instructional, technological, and library resources throughout the district. (6.4/6.8)
5. Advance questionnaire data, staff and student interviews and team member observations indicate the district does not consistently provide a safe climate for learning in all schools. (6.5)
6. Data indicates that instructional climate is affected by students' sense of safety and educators' management of disruptive and off-task behavior. (6.5)
7. A comprehensive guidance program is not implemented in the district. (6.9)
8. Career education is not an integral part of the secondary educational program in the district. (7.3)
9. The district is not in compliance with federal programs. (7.7)
10. The district is financially stressed and continues to deficit spend. (8.6)

RESOURCE FINDINGS

1.1	Elementary	STANDARD NOT MET
1.2	Junior High/Middle School	STANDARD NOT MET
1.3	High School	STANDARD NOT MET
2.1	Class size	STANDARD MET
3.1	Library Media Staff	STANDARD NOT MET
3.2	Guidance Staff	STANDARD NOT MET
4.1	Superintendent	STANDARD MET
4.2	Associates/Assistants to the Superintendent	STANDARD MET
4.3	Principals/Building Administrators	STANDARD NOT MET
5.1	Teacher Certification	STANDARD NOT MET
5.2	Planning Time	STANDARD MET
1.	All full-time elementary students are not provided fifty minutes of instruction in art, music and physical education each week. (1.1)	
2.	The district does not provide required courses to all seventh and eighth grade students. (1.2)	
3	The district does not provide the minimum standards in its high school program of studies. (1.3)	
4.	The district's librarian to student staffing ratio does not meet minimum standards at all levels. In addition, services are not provided at all sites. (3.1)	
5.	The district's counselor to student staffing ratio does not meet minimum standards at all levels. In addition, services are not provided at all sites. (3.2)	
6.	The district's principal to student staffing ratio does not meet minimum standards at all levels. In addition, services are not provided at all sites. (4.3)	
7.	Over 700 staff members are listed on the May 19, 2009 inappropriate certification report. Of those faculty members, sixty-three are listed as having either expired or no certification. (5.1)	

FINDINGS

1. Pacing guides do not allow time for students to master essential content. (6.1)
2. Uncertified and/or long-term substitutes are responsible for teaching core content. (6.1)
3. The sequence of instruction is difficult to determine since pacing guides do not reflect appropriate spreading of content throughout the grade levels. (6.1, 6.2, 6.3)
4. Assessment feedback to teachers and students is not specific or timely. (6.2)
5. Building level assessment results are not used to drive changes/improvement instruction. (6.2)
6. The number of assessments being administered in the district is excessive and not purposeful to drive improvements in instruction. (6.2)
7. Attempts are being made to track individual instruction through Grade-Level Expectation Charts and Individual Academic Plans. (6.2)
8. Student data system is being piloted in several district schools. (6.2)
9. Rigor in classroom instruction and assessment is lower than indicated in written curriculum. (6.2/6.3)
10. Inconsistent access to working technology and lack of training limits the integration of technology into the instructional process. (6.4)
11. There was a low level of rigor observed during instruction. (6.3)
12. There were few research-based instructional strategies observed during classroom observations. (6.3)
13. Observations indicated that classroom disruptions interfered with classroom instruction. (6.3)
14. The district does not have a coordinated system for addressing the needs of low achieving students. (6.3)
15. Data indicates that instructional climate is affected by students' sense of safety and educators' management of disruptive and off-task behavior. (6.5)
16. The code of conduct does not appear to be consistently enforced across the district. (6.6)
17. Violence prevention training is reported to take place only on the elementary level. (6.6)

FINDINGS

1. Career education is not consistently and equitably implemented across the district causing inadequate student access to career education. (7.3)
2. Participation in Career and Technical Organizations (CTSO) is limited. FCCLA is not offered at Vashon HS; FBLA is not offered at Roosevelt HS and SkillsUSA is not offered at Roosevelt HS, Beaumont HS or Central Visual/Performing Arts HS. (7.3)
3. Some promising practices in career education included: career pathways, student internships, business partnerships and college summit. (7.3)
4. Parents as Teachers parent education program for families with children birth to age three are not at or above the state average. (7.5)
5. The district is not in compliance within Federal Program requirements. (7.7)

1. The application for State Aid for pupils transported was prepared incorrectly because the collection of required data was not collected in a timely or accurate fashion. This is the third year this had occurred.
2. Expenditures exceeded revenues plus prior year's unencumbered funds in numerous funds. The Board did not budget certain funds as required in the general operating funds individually and also did not budget operating transfers in and out for certain funds.
3. The district lacks adequate internal controls over the preparation of financial statements in accordance with generally accepted accounting principles.
4. The district's current formal period-end or year-end closing and reconciling procedures are not adequate to ensure that accurate and complete financial information is included in the general ledger of the district.
5. Capital asset records are not being properly maintained in a timely manner.
6. The district's main bank account reconciliation had a significant unreconciled difference. Business management oversight addressing reconciliation of payroll activity was insufficient to detect and remediate ongoing differences in standard and no-standard payroll activity.
7. Standards, policies and procedures associated with key information technology (IT) processes were either fragmented or informal.
8. Automated and manual information security controls over access to SAP programs and data did not appear sufficient to achieve the organization's objectives for appropriately restricted access and segregation of duties.
9. Employee files contained outdated, incomplete or inaccurate information.
10. Based on samples selected, the district failed to supply related procurement documentation for 12 of 31 purchases selected for testing, as required by federal law.
11. Based on audit procedures performed, the district expended 4.7 percent on planning and administration of its Reading First Program during the fiscal year. This exceeded federal requirements that 3.5 percent may be expended for these purposes.
12. Based on samples selected, 1 of 10 schools selected for testing did not complete a schoolwide improvement plan, as required by Title 1.

FINDINGS

CONCERNS

1. Student achievement results in grade span 3-5 Mathematics are not high and do not show sufficient improvement. (9.1.1)
2. MAP achievement results in grades 3-5 Communication Arts are Met, but these scores are average, below average, or declining. (9.1.2)
3. Student achievement results in grade span Mathematics 6-8 are not high and do not show sufficient improvement. (9.1.3)
4. Student achievement results in grade span Communication Arts 6-8 are not high and do not show sufficient improvement. (9.1.4)
5. Student achievement results in grade span Mathematics 9-11 are not high and do not show sufficient improvement. (9.1.5)
6. Student achievement results in grade span Communication Arts 9-11 are not high and do not show sufficient improvement. (9.1.6)
7. The percent of graduates scoring at or above the national average on the ACT is not high and does not show sufficient improvement. (9.3)
8. The percent of juniors and seniors enrolled in career education courses is not high and does not show sufficient improvement. (9.4.2)
9. The percent of graduates enrolled in postsecondary education is not high and does not show sufficient improvement. (9.4.3)
10. Although the percent of career education completers who were placed in related employment or continued their education is Met, the status is average, below average, or declining. (9.4.4)
11. The district's graduation rates are not high and do not show a sufficient increase. (9.5)
12. *Please enter the following missing attendance/absence data on Screen 14 in the Core Data System: Year-See Attached; Building-See Attached; Grade-See Attached. (9.6)
13. The district's Adequate Yearly Progress subgroup achievement is not high and does not show sufficient improvement. (9.7)

COMMITTEE **M**EMBERS



**Melanie Adams
Dr. Cleopatra Figgures
Dr. Carlinda Purcell
Roger Cayce
Warice Davis
Charles Simms**

**Yvonne Green
Tom Goodrich
Toyin Akinola
Deanna Anderson
Sheila Smith-Anderson
Angie Banks
Dr. Laura Brock
Dennis Brockman
Marian Brooks
Lisa Taylor-Brown
Nahed Chapman
Stacy Clay
Dr. Diane Cox
Misty Dobynes
Dr. Dan Edwards**

**Nahid Hashemi
Mark Howell
Cecil Jenkins
Dr. Chip Jones
Paula Knight
Dr. Jocelyn Larry
Frank Logan
Marilyn Mims
Enos Moss
George Nash
William Parker
Althea Albert-Santiago
Betty Shackleford
John Windom**

and

**David Lineberry
Missouri School Board Association**

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