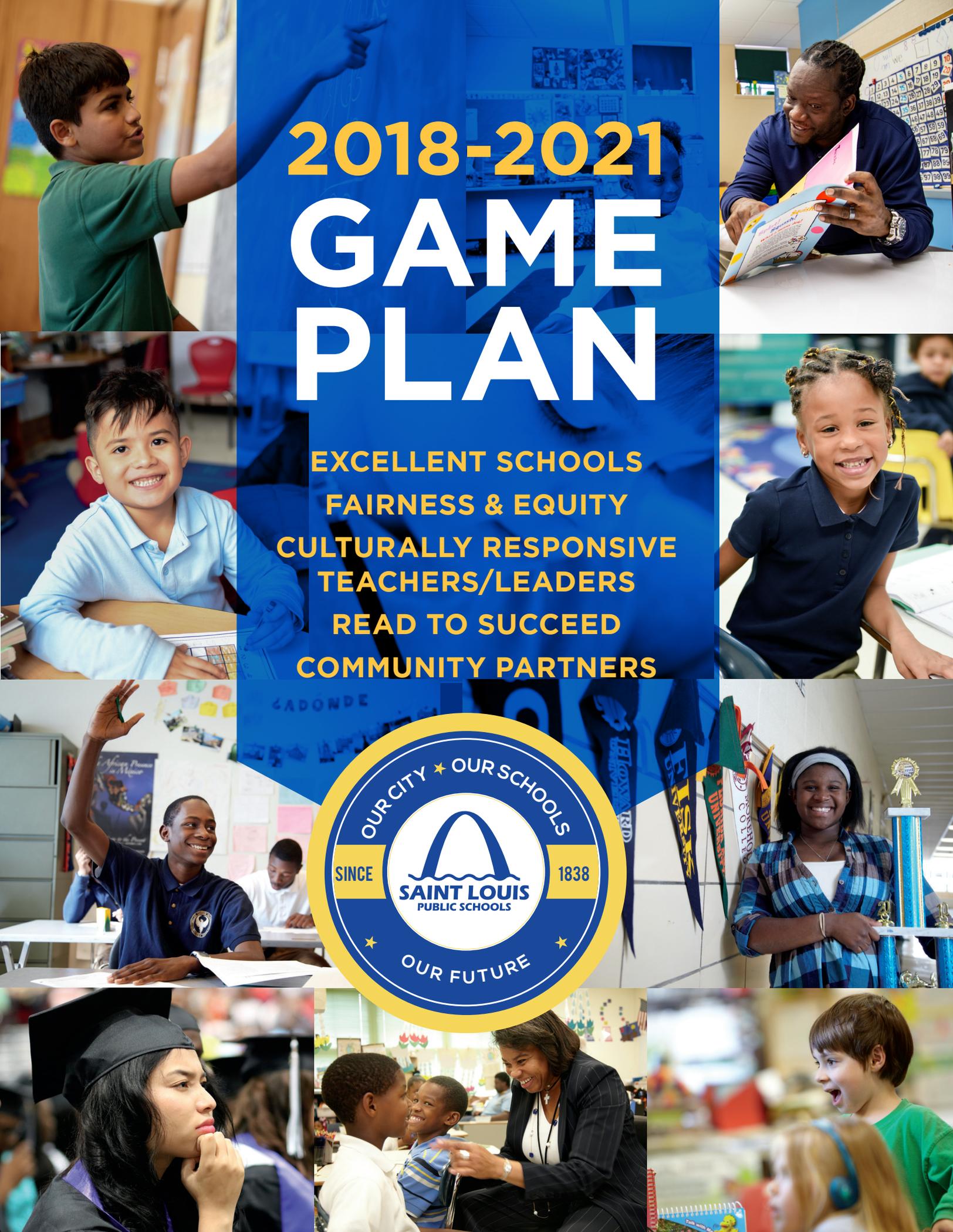


2018-2021

GAME PLAN

EXCELLENT SCHOOLS
FAIRNESS & EQUITY
CULTURALLY RESPONSIVE
TEACHERS/LEADERS
READ TO SUCCEED
COMMUNITY PARTNERS



DISTRICT GOVERNANCE

CITY OF ST. LOUIS BOARD OF EDUCATION



Dorothy Rohde-Collins
President



Natalie Vowell
Vice President



Dr. Joyce Roberts
Secretary



Donna Jones
Board Member



Susan Jones
Board Member



Adam Layne
Board Member



Tracee Miller
Board Member

**SAINT LOUIS
PUBLIC SCHOOLS
TRANSFORMATION PLAN 3.0**

EXCELLENT SCHOOLS

FAIRNESS & EQUITY

**CULTURALLY RESPONSIVE
TEACHERS/LEADERS**

READ TO SUCCEED

COMMUNITY PARTNERS



VISION

The Saint Louis Public School district is the District of choice for families in the St. Louis Region. The District provides a world-class education and is a nationally recognized leader in student achievement and teacher quality.

MISSION

We will provide a quality education for all students and enable them to realize their full intellectual potential.

CORE BELIEFS

- All children can learn, regardless of their socioeconomic status, race, or gender.
- The African American achievement gap can be eliminated.
- Parents must be included in the education process.
- Competent, caring, properly supported teachers are essential to student learning.
- The community must be involved in encouraging high achievement for all children.
- The Saint Louis Public Schools are obligated to help students overcome any obstacles that may hinder their learning by forming partnerships with the entire community.



A transformation is underway at Saint Louis Public Schools! Our Transformation “Game Plan” has led us to the highest Annual Performance Report (APR) score the District has had in years and to growth across subject areas targeted by the Department of Elementary and Secondary Education (DESE).

While we recognize that there is much more work to be done, 2018-2019 marks notable and continued progress for one of Missouri’s largest metropolitan school districts. That’s thanks, in large part, to the dedication and hard work of our board, administration, teachers, staff, students, families and community partners. They are all key team members actively engaged in preparing our young people for their roles as leaders in an ever-changing world.

Dr. Kelvin R. Adams,
Superintendent of Schools



INSIDE THE TRANSFORMATION

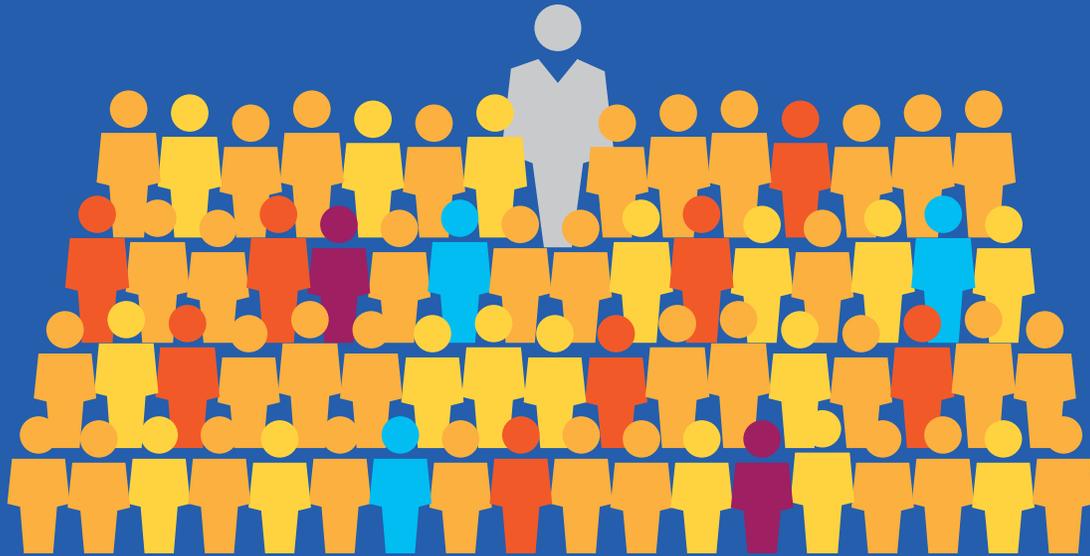
Designed to be a transformative rather than traditional plan of improvement, the Saint Louis Public Schools' comprehensive long-range plan has evolved into the District's Transformation Plan. From the beginning, the plan was meant to facilitate the development of processes and programs that meet the individual needs of our students and provide interventions to support academic achievement, health and well-being.

The catalyst for the plan was the loss of accreditation, followed by the appointment of a Special Administrative Board in 2007 and the hiring of a superintendent the following year. By Oct. 2012, the District's progress was acknowledged with provisional accreditation. In school year 2013-2014,

the superintendent raised the stakes and convened a diverse group of stakeholders, including educators, staff, parents and community members, who took ownership of developing and implementing targeted smart goals leading up to full accreditation in Jan. 2017.

Transformation 2.0 evolved to shine a brighter light on literacy. An emphasis on fairness and equity was added in 2019. Today, Transformation Plan 3.0 remains focused on achievement through five designated district-wide priorities: creating excellent schools, advancing fairness and equity, cultivating teachers and leaders, and promoting literacy and building partnerships.

SLPS by the Numbers



Total Students 21,862



Black
17,273
79%



White
2,871
13%



Hispanic
1,081
5%



Asian
637
3%



Pre-Kindergarten Students
2,166
2008: 1,282



District Status
Fully Accredited
as of 2017



SLPS Volunteers
3,300
2008: 1,500



Average Daily Attendance
92.9%
2008: 89%



4-Year Graduation Rate
78.2%
2017: 70.9%



50
Languages Spoken

BEYOND THE DATA

For the third consecutive year, Saint Louis Public Schools (SLPS) has retained full accreditation.

In 2017-2018, all efforts to target specific areas of growth converged for a score of 104.5 of 120 points (86.7%) in the Missouri Department of Elementary and Secondary Education's Annual Performance Report (APR).

While we are not where we want to be, we have come a long way in the past 10 years thanks to strong leadership and governance and a host of partners who have shared the vision. Our strategic plan, or "Transformation Plan," now in its third iteration, is about addressing specific areas of improvement in ways that accelerate positive outcomes for students. It's about identifying and expanding programs that work for students and eliminating those that do not. It's an evolving plan that documents our story not only in points and percents but also in programs and projects with life-changing outcomes for students.

SLPS is in the midst of a transformation, marked by modern ideologies and approaches that better meet the needs of today's students. That means nurturing individual talents and gifts and building relationships with our students and their families. We work to educate the whole

child, and that means investing in not only academic programs but also those designed to protect their health and well-being.

With the help of the SLPS Foundation and powerful partners across the community, we have expanded pre-kindergarten, provided specialized programs for middle school and reinforced college and career readiness in the upper grades. We have also developed new pipelines for recruiting and hiring highly qualified teachers and administrators who share our vision for moving the needle on achievement.

Because of our size and critical links to the success of St. Louis, the District's story – trials and tribulations, hits and misses – is often told from a variety of perspectives and mostly from those outside looking in.

With a new board in place and a new era beginning, it's time that we tell our own story, which is one of education innovation and breakthroughs. But, in order to share our successes, we must continue

to acknowledge our weaknesses. Much like a coach analyzes the plays after every game, we continuously replay the strategies that work for our students and those that do not. We then, regroup, readjust and reimagine a new path forward.



The SLPS strategic plan evolved into the **Transformation Plan** and was initially focused on achieving full accreditation.

Transformation Plan 2.0 focused on four pillars with a special emphasis on **LITERACY**. The

EQUITY pillar was added when **Transformation Plan 3.0** launched in 2018-2019.



OUR CITY. OUR SCHOOLS. OUR FUTURE.

SLPS currently operates a growing portfolio of school models, carefully curated and designed to achieve specific goals at targeted schools and neighborhoods. That includes Magnet, Neighborhood and Choice schools and, new in 2019, two Consortium Partnership Network (CPN) schools (Learn more on Pg. 12).

14 High Schools

Carnahan	4041 S. Broadway, 63118
Nottingham CAJT	4915 Donovan Ave., 63109
Central VPA	3125 S. Kingshighway, 63139
Cleveland NJROTC	4939 Kemper Ave., 63139
Clyde C. Miller	1000 N. Grand, 63106
Collegiate	1547 S. Theresa Ave., 63104
Gateway STEM	5101 McRee, 63110
McKinley CLA	2156 Russell, 63104
Metro	4015 McPherson, 63108
Northwest	5140 Riverview Blvd., 63120
Roosevelt	3230 Hartford Ave., 63118
Soldan	918 N. Union, 63108
Sumner	4268 W. Cottage Ave., 63113
Vashon	3035 Cass Ave., 63106

9 Middle Schools

Busch	5910 Clifton, 63109
Carr Lane VPA	1004 N. Jefferson, 63106
Compton-Drew	5130 Oakland, 63110
Fanning	3417 Grace Ave., 63116
Gateway Middle	1200 N. Jefferson, 63106
Long	5028 Morganford Rd., 63116
McKinley CJA	2156 Russell, 63104
Yeatman-Liddell	4265 Athlone Ave., 63115
AESM @ L'Ouverture	3021 Hickory St., 63104

2 ESOL Newcomer Sites

English for Speakers of Other Languages

Nahed Chapman New American Academy	1530 S. Grand, 63104
Nahed Chapman New American Academy @ Roosevelt (9-10)	3230 Hartford Ave., 63118

45 Elementary Schools

Adams	1311 Tower Grove Ave., 63110
Ames VPA	2900 Hadley, 63107
Ashland	3921 N. Newstead, 63115
Bryan Hill	2128 Gano, 63107
Buder	5319 Lansdowne Ave., 63109
Carver	3325 Bell Ave., 63106
Clay	3820 N. 14th St., 63107
Columbia	3120 St. Louis Ave., 63106
Dewey	6746 Clayton, 63139
Dunbar	1415 N. Garrison Ave., 63106
Farragut	4025 Sullivan Ave., 63107
Ford	1383 Clara Ave., 63112
Froebel	3709 Nebraska Ave., 63118
Gateway Elementary	#4 Gateway Dr., 63106
Gateway-Michael	#2 Gateway Dr., 63106
Gilkey Pamoja	3935 Enright, 63108
Hamilton	5819 Westminster Pl., 63112
Herzog	5831 Pamplin Pl., 63147
Hickey	3111 Cora Ave., 63115
Hodgen	1616 California, 63104
Humboldt	2516 S. 9th St., 63104
Jefferson	1301 Hogan St., 63106
Kennard CJA	5031 Potomac, 63139
Laclede	5821 Kennerly Ave., 63112
Lexington	5030 Lexington Ave., 63115
Lyon @ Blow	516 Loughborough, 63111
Mallinckrodt	6020 Pernod, 63139
Mann	4047 Juniata St., 63116
Mason	6031 Southwest Ave., 63139
Meramec	2745 Meramec St., 63118
Monroe	3641 Missouri Ave., 63118
Mullanphy	4221 Shaw Blvd., 63110
Nance	8959 Riverview Blvd., 63147
Oak Hill	4300 Morganford Rd., 63116
Patrick Henry	1220 N. 10th St., 63112
Peabody	1224 S. 14th St., 63104
Shaw VPA	5329 Columbia, 63139
Shenandoah	3412 Shenandoah Ave., 63104
Sigel	2050 Allen Ave., 63104
Stix	647 Tower Grove, 63110
Walbridge	5000 Davison Ave., 63120
Washington Montessori	1130 N. Euclid, 63113
Wilkinson	1921 Prather, 63139
Woerner	6131 Leona, 63116
Woodward	725 Bellerive Blvd., 63111

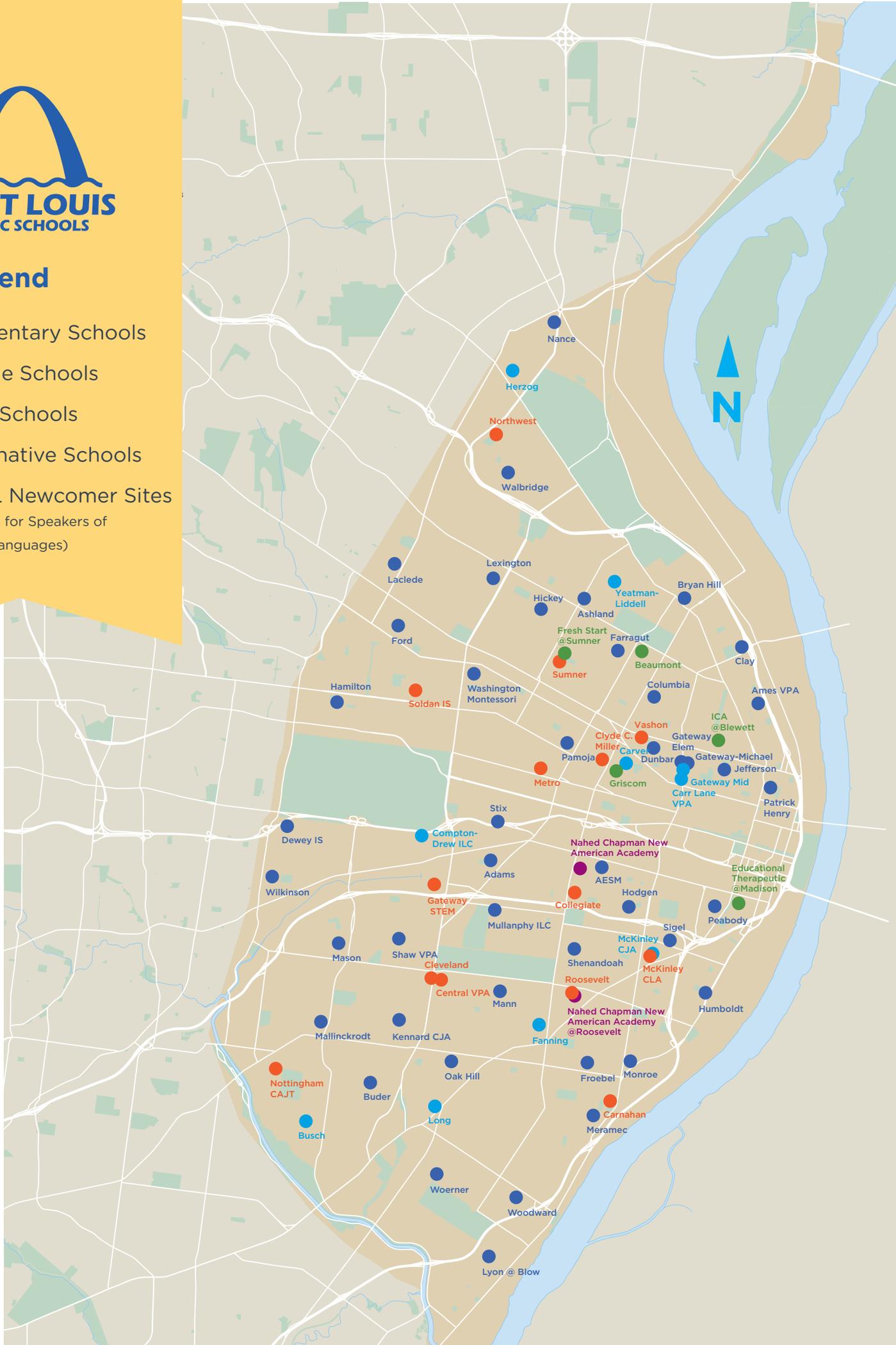
5 Alternative Schools/Programs

Beaumont	3836 Natural Bridge Ave., 63107
Fresh Start @ Sumner Educational Therapeutic School @ Madison	4268 W. Cottage Ave., 63113
Griscom	1118 S. 7th, 63104
ICA @ Blewett	3847 Enright, 63108
	1927 Cass Ave., 63107



Legend

- Elementary Schools
- Middle Schools
- High Schools
- Alternative Schools
- ESOL Newcomer Sites
(English for Speakers of Other Languages)





Meramec Elementary School



Ashland Elementary School

ASHLAND & MERAMEC PILOT CONSORTIUM PARTNERSHIP NETWORK MODEL

In 2018-2019, Saint Louis Public Schools launched a Consortium Partnership Network (CPN) to spark a sense of urgency in creating a turnaround environment in targeted schools. It kicks off with a CPN pilot at Ashland and Meramec elementary schools in 2019-2020.

Although primarily funded by the District, the CPN schools will operate independently, with a singular mission of creating better outcomes for students. The schools will each work with a board comprised of representatives from the District and community and supported by an executive director.

The CPN approach, successfully piloted in other large, urban districts, is designed to provide schools with more autonomy to do what is best for its students and provide the best development for teachers. Recognizing

that students come to us with various gifts and talents and varying levels of abilities, these schools will be able to select from a menu of services and programs that they believe will work best. This concept will be a learning exercise in ensuring that every student has equal access to a quality education and applying funds and resources with a focus on equity.



APR HIGHLIGHTS

2017-2018

The Missouri Department of Elementary and Secondary Education (DESE) releases Annual Performance Reports (APR) for districts through the Missouri School Improvement Program (MSIP) Cycle 5. All public school districts in Missouri received an APR score based on Missouri Assessment Program

(MAP) test results, End Of Course (EOC) exam scores, attendance data, graduation rates and college and career readiness preparation.

Based on 2018 data, SLPS received 78.5% of available points, well within the range of full accreditation (70%).

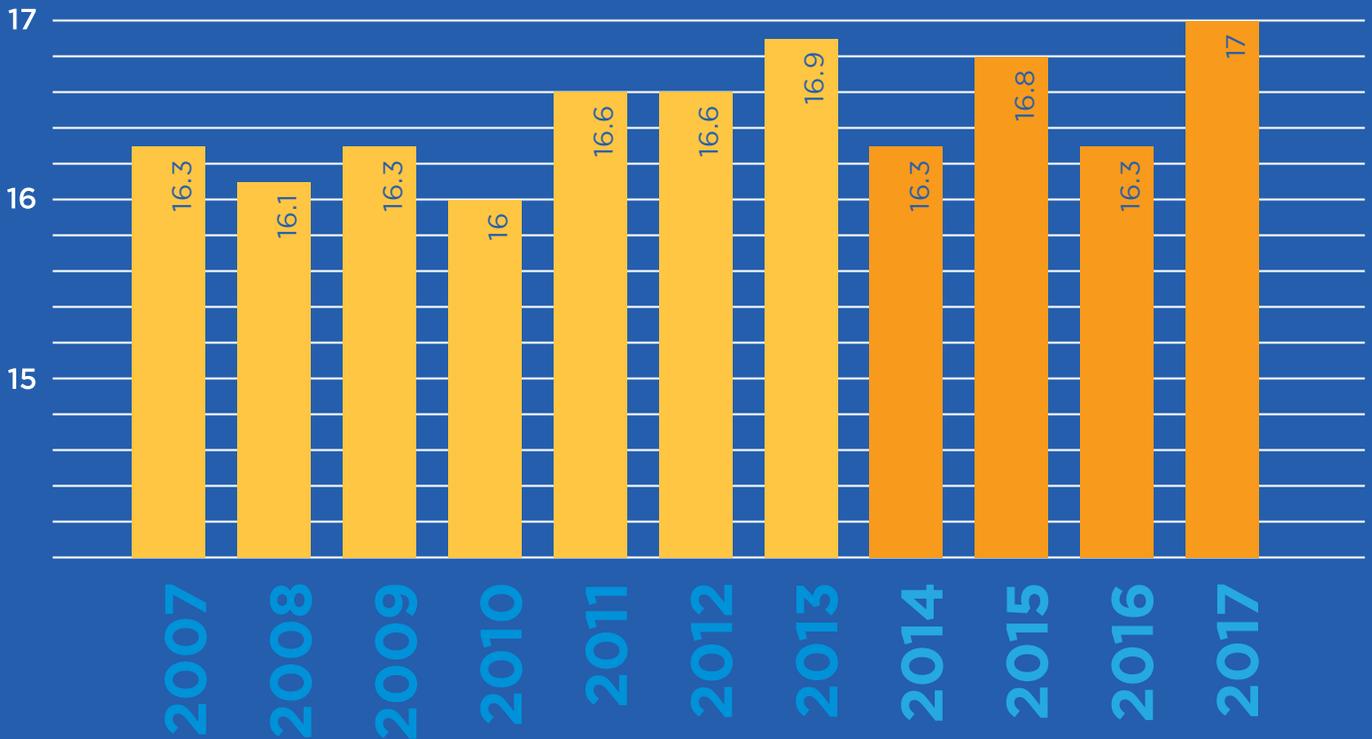
CONTENT AREAS	DISTRICT EARNED	POSSIBLE POINTS
ENGLISH LANGUAGE ARTS (ELA)	11	16
MATH	15	16
SOCIAL STUDIES	5	8
SCIENCE (Field test no score)		
COLLEGE/CAREER (ACT/SAT/ASVAB)	6	10
DUAL ENROLLMENT (Dual Credit and Industry Recognized Credentials/Expansion of CTE)	10	10
GRADUATION RATE	24	30



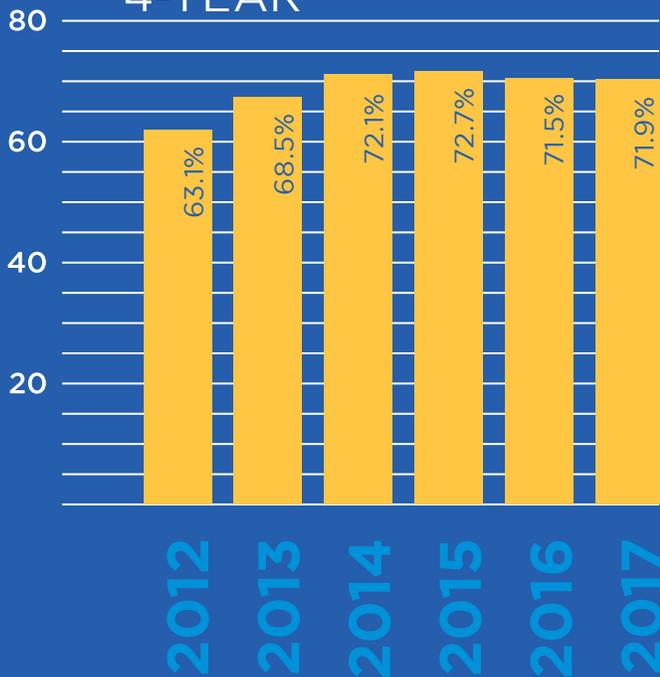
COLLEGE AND CAREER READINESS

ACT COMPOSITE SCORES

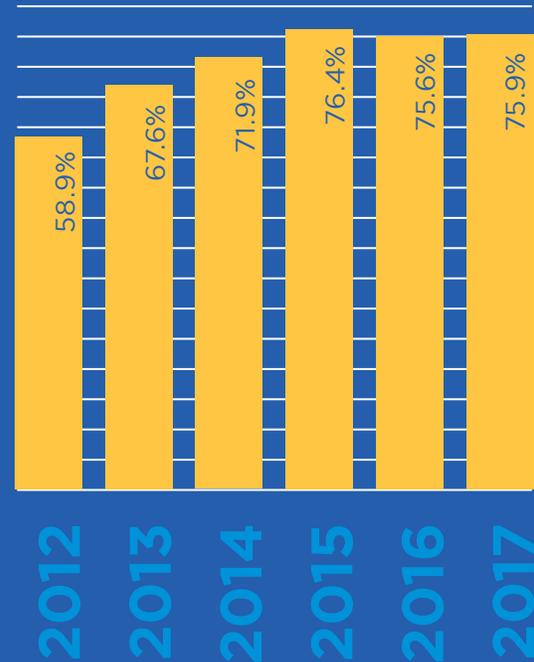
Prior to 2014, only college-bound seniors were tested. Now approximately 90% of all seniors are tested, and scores remain stable.



GRADUATION RATE 4-YEAR



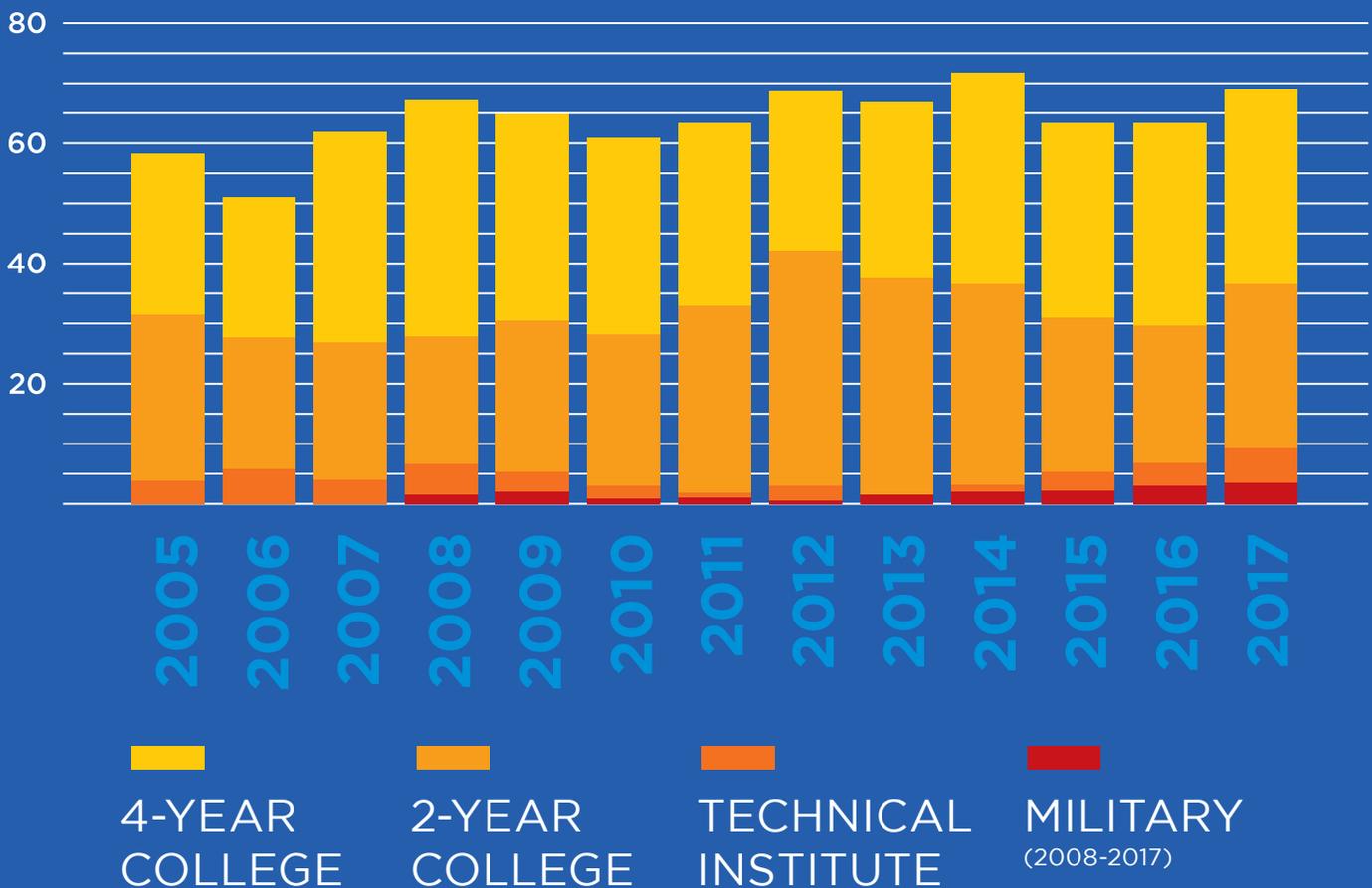
5-YEAR



WHERE OUR GRADS GO

In 2018, SLPS continued to demonstrate positive momentum around College and Career Readiness. Notably, the District earned all 10 points for postsecondary placement for the third year in a row.

Following up with students 180 days after graduation, 90% of students were in a positive placement—college, university, the military, trade school, or in a career related to their studies at SLPS.





THE DISTRICT SUPPORTS A SYSTEM OF EXCELLENT SCHOOLS

S.M.A.R.T. GOALS

1.1. By 2021, SLPS will maintain full accreditation and 100% of schools will achieve provisional or full accreditation.

1.2 By 2021, 90% of all work orders will be completed in a 30-day window.

1.3 By 2021, SLPS will be financially sound and have a 30% unrestricted fund balance.

1.4 By 2021, 98% of teachers will be certificated.

9 Activities Bringing Us Closer to Our Goals

Primary owners of this goal are in the departments of Academics, Operations, Accountability and Student Support Services

1. Create and communicate a clear vision for what constitutes an “excellent” school

2. Create a performance-management process that effectively holds staff accountable for Transformation Plan results

3. Allocate funds to high-priority initiatives that are aligned with the Transformation Plan

4. Provide targeted goals and useful data to schools to assist them in improving Annual Performance Report outcomes

5. Create a safe and welcoming school environment and supporting programs and services that are conducive to student learning

6. Establish a school-turn-around model

7. Ensure all schools have access to up-to-date and

relevant technology and the support systems necessary to maintain that technology

8. Provide programs and support services to impact student behavior, attendance and school culture, creating a nurturing and safe environment for all students and staff members

9. Create and refine a system of excellent schools

Early Evidence

- Vision for what constitutes an Excellent School has been developed
- Initial analysis on Systems of Excellent Schools has been completed
- Schools have APR goals and outcomes

- Plan performance management tool and monitoring process have been established
- Funding for 2018-2019 is aligned with Transformation Plan priorities

Expected 2018–2019 Progress

- 80% of schools will achieve provisional or full accreditation
- 25% unrestricted fund balance

Expected 2019–2021 Progress

- 85% of schools will achieve provisional or full accreditation.
- 30% unrestricted fund balance



District Input Indicators

- Operational Effectiveness
- Academic Culture Support
- School Culture Support
- Organizational Health

School Output Indicators

- Academic Achievement
- Subgroup Achievement
- Attendance
- School Culture



THE DISTRICT ADVANCES FAIRNESS AND EQUITY ACROSS ITS SYSTEM

S.M.A.R.T. GOALS

2.1 SLPS will increase the number of dual credit, advanced and elective courses at the high school level.

2.2 SLPS will increase and retain the number of students of color in the gifted programs.

2.3 SLPS will decrease chronic absenteeism among K-12

students.

2.4 SLPS will increase partnership effectiveness to provide services to schools.

11 Activities Bringing Us Closer to Our Goals

Primary owners of this goal are in the departments of Academics, Assessment, Student Support Services and Institutional Advancement

1. Develop a system to test all students in kindergarten and third grade

2. Facilitate the process for gaining entry into the gifted program

3. Attract and retain more students of color into the gifted program

4. Incorporate advanced and elective courses within the master schedules for specific high schools

5. Increase the number of

advanced and elective courses offered in each high school to ensure college and career readiness

6. Develop school wide attendance plans

7. Create system for early identification and prevention of above-average absenteeism

8. Establish and reinforce inclusive school culture that creates safety and support for all students (bullying presentations, access to basic essentials and supplies)

9. Identify community organizations to provide support service assistance to schools and students

10. Engage partners in developing strategies to meet the needs of individual students

11. Allocate equitable access to community resources

Early Evidence

- Increased number of students of color in the gifted program
- Increased number of students of color enrolled in advanced and elective courses
- Increased number of Student Support Services positions in the schools where most needed

Expected 2018–2019 Progress

- 5% increase in students of color tested for gifted program
- 5% increase in students of color enrolled in advanced and elective courses
- 50% of Student Support Services staff allocated based on risk assessment data and in an equitable manner across all schools in the District

Expected 2019–2021 Progress

- 10% increase in students of color tested for gifted program
- 10% increase in students of color enrolled in advanced and elective courses
- 100% of Student Support Services staff allocated based on risk assessment data and in an equitable manner across all schools in the District



District Input Indicators

- School Leader Support
- Leader Recruitment
- Professional Development
- Leader Recognition
- Teacher Leader Support
- Teacher Recruitment
- Teacher Recognition

School Output Indicators

- Academic Achievement
- Subgroup Achievement
- Leader Effectiveness
- School Culture
- School Leader Effectiveness
- Academic Achievement
- Teacher Effectiveness
- Classroom Culture



DISTRICT CULTIVATES TEACHERS AND LEADERS WHO FOSTER EFFECTIVE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS

S.M.A.R.T. GOALS

3.1 By 2022, at least 33% of newly hired SLPS principals will have been trained in an SLPS-sponsored leadership development pipeline.

3.2 By 2022, SLPS will achieve an annual retention rate of at least 84% of its teaching workforce.

3.3 By 2022, at least 75% of school leaders will report that they are “satisfied” or “highly satisfied” with Central Office supports for student discipline as measured by a bi-annual culture and climate survey.

3.4 By 2022, SLPS will reduce the percentage of students receiving Out-of-School Suspensions (OSS) by 10% and reduce the percentage of students receiving more than two OSS’s by 30%.

10 Activities Bringing Us Closer to Our Goals

Primary owners of this goal are in the departments of Human Resources, Academics, Accountability, The St. Louis Plan (SLPS/Local 420)

1. Expand partnerships with teacher-certifying agencies (local universities, alternative certifying agencies, licensure examination tutoring service providers, etc.)
2. Align and expand leadership pipeline programming to meet school leadership needs
3. Launch a Climate and Culture Survey system to collect stakeholder data on key metrics of employee satisfaction, culturally responsive teaching and leadership, and general culture and climate across schools and District
4. Analyze the experience of first-year teachers; create strategic plan to ensure first-year teacher experiences and supports enhance retention
5. Analyze the experience of teachers, using Culture and Climate surveys and exit surveys, to identify areas where supports are needed to enhance retention; create strategic plan to address gap areas
6. Redesign evaluation processes, training and tools across Central Office and schools to ensure alignment, effectiveness and connection to development
7. Identify areas of growth related to professional development and coaching for all employee groups and create strategic plan to address identified areas of need
8. Train school leaders and teachers in culturally responsive leadership and teaching, respectively
9. Create a framework for culturally responsive leadership and teaching and implement as a tool for development and accountability
10. Develop systematic approach to analyzing discipline data; use discipline data comprehensively to inform resource allocation, supports, practices and accountability

Early Evidence

- Expanded teacher pipelines
 - Increase number of teachers prepared through St. Louis Teacher Residency
 - Licensure examination tutoring for three cohorts in year one
 - Increase hires through Teach For America
 - Strategic use of Temporary Authorization Certifications (TACs) for hard-to-fill areas
- Completion of first year of school leader development in culturally responsive leadership through Educational Equity Consultants
- Retention of teachers who identify as persons of color exceeds overall teacher retention average
- Increased percentage of newly hired teachers that came through a SLPS-sponsored teaching pipeline

Early Evidence (continued)

- Retention of teachers disaggregated by factors such as racial background, age, gender, participation in St. Louis Plan, tenure in SLPS, and source

Expected 2019–2021 Progress

- Increase percentage of newly hired teachers that come through an SLPS-sponsored teaching pipeline such that at least 25% of newly hired teachers come through an internal pipeline by 2020-2021

- Establishment of Culture and Climate Survey system and related support and accountability systems

- Establishment of systems for the collection and analysis of data related to the following:

- Employee satisfaction with performance support and development opportunities

- School leader proficiency in culturally responsive leadership

- Increase school leader satisfaction with Central Office supports (especially related to discipline supports)

- Collection of suspension and other discipline data proportionate to enrollment, demographics and other indicators

- Increase in percent of newly hired school leaders who have been through an SLPS-sponsored leadership program

- At least 80% of employee groups (school leaders, teachers, support staff) evaluate their mentoring, support and development as effective or highly effective with an increase year-over-year from baseline

- Increase in percent of effective teachers retained year-over-year

- Continuation of school leader training in equity leadership

- Increase in percent of first-year teachers retained for following year

- Increase in percent of St. Louis Plan interns retained for following year

- Increase in percent of teachers of color retained

- Increase in percent of effective leaders retained

- At least 80% of school leaders report satisfaction with Central Office supports and resources for student culture with an increase year-over-year from baseline

- Decrease in discipline infractions (esp. out-of-school suspensions) proportionate to student enrollment, demographics and other indicators

- At least 80% of leaders and teachers receive proficient rating in culturally responsive teaching and/or leadership ratings with an increase year-over-year from baseline



District Input Indicators

- Supports and Pathways
- Teacher Pipeline Expansion
- Culture and Climate Survey Infrastructure
- Leadership Pathway Expansion and Alignment
- Evaluation System
- Culturally Responsive Training and Supports
- Discipline Supports

School Output Indicators

- Teacher Retention
- More Effective and Representative Incoming Teacher Pool
- Improved Understanding of Culture and Climate Needs
- Improved Accountability for Central Office Supports to Schools and Accountability for School Leaders
- Improved Incoming Leadership Pool: Quality and Quantity
- Improved Development and Accountability
- Culturally Responsive District and School Environments
- Decrease in Out-of-School Suspensions
- Increase in School Leader Satisfaction with Central Office Supports for Discipline



ALL STUDENTS LEARN TO READ AND SUCCEED

S.M.A.R.T. GOALS

4.1. By the end of each school year, 80% of students will demonstrate a minimum of one year's growth in reading.

4.2. By 2020, 90% of our students will be prepared for the college and/or career of their choice upon graduation from high school.

4.3. By the end of the 2021 school year, 80% of third graders will be reading on grade level.

15 Activities Bringing Us Closer to Our Goals

Primary owners of this goal are in the departments of Academics, Student Support Services and Institutional Advancement

1. Implement the ready-to-learn framework for all pre-k students
2. Develop a strong transition between pre-k and kindergarten
3. Increase the number of seats available to pre-k students across the city
4. Create strong partnerships with parents and their communities
5. Increase the number of students who are reading by the end of kindergarten
6. Identify, implement and monitor the progress of students on benchmarks for

- K-8 progress
7. Strengthen our comprehensive gifted education program
8. Design and implement a targeted, cohort professional development model to all instructional staff assistants
9. Increase the strength of academic interventions in our primary grades
10. Implement a systemic Response to Intervention and Instruction (RTI2) model in all schools
11. Align college and career programs and District partnerships

12. Align our academic standards to the demands of college and workforce
13. Reading standards are aligned daily instructional plans to improve readability levels and increase student growth for all students in K-12
14. Develop and align partnerships with local colleges, universities and organizations to create pathways to postsecondary education opportunities and career opportunities
15. Establish clear K-12 performance benchmarks

Early Evidence

- Re-align a core content standards-based curriculum
- Design and implement the curriculum team’s academic playbook and mid-course corrections
- Design and implement an accountability tool for identifying non-negotiable core content
- College and career readiness metrics identified
- Analyze eighth grade Algebra success rates to inform future Algebra I expansion
- Implement a reading and math progress monitoring plan and intermittent assessments aligned to the standards
- College and career continuum created for each grade level (PK-12)
- College exposure (PK-12) platform created

Expected 2018-2019 Progress

- Increase the number of Advanced Placement (AP) courses

Expected 2019-2020 Progress

- 50% increase of students reading on grade level by the end of third grade
- 75% of students will demonstrate a minimum of one year’s growth (nine months) in reading
- Increase the number of students taking AP courses and scoring a 3 and above
- 40% of students will be prepared for the college and/or career of their choice (as indicated by the appropriate placement exam)
- Increase the number of students taking and passing Algebra I in eighth grade by 50%
- Create university partnership(s) to certify eighth grade math teachers in Algebra I
- 4-year graduation rate increases to 80%

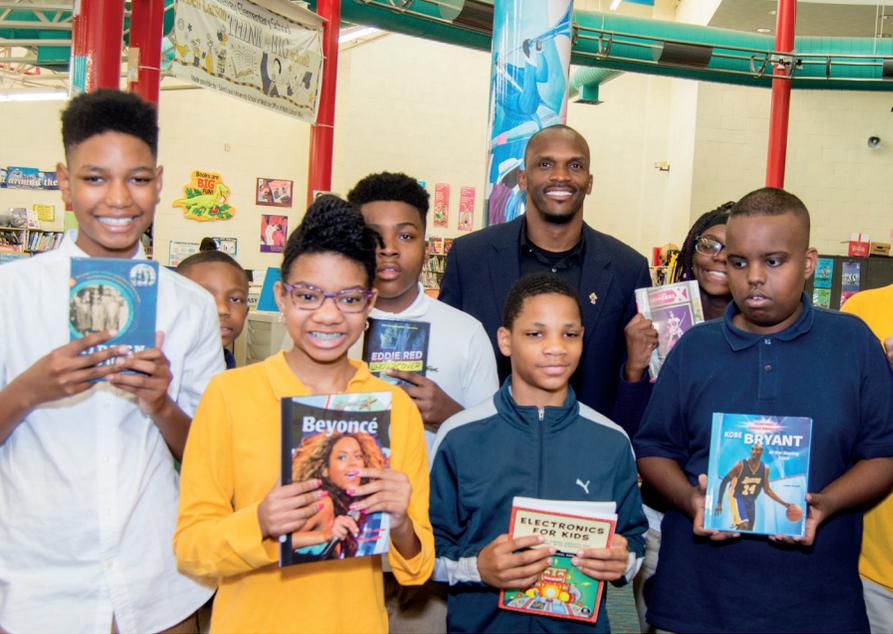


District Input Indicators

- Curriculum Support
- Assessment Development
- Whole Child Support
- Intervention Support
- College and Career Readiness Metrics

School Output Indicators

- Academic Achievement
- RTI Effectiveness
- College and Career Ready
- Pre-College and Placement Exams



COMMUNITY PARTNERSHIPS AND RESOURCES SUPPORT THE DISTRICT'S TRANSFORMATION PLAN

S.M.A.R.T. GOALS

5.1 Through 2020, maintain (or exceed) level of public and private funding at \$2.5 million.

5.2 By 2020, increase the number of volunteers and mentors by 10%.

5.3 By 2021, increase the number of active partnerships by 10%.

5.4 By 2021, 90% of families and community partners will give our schools an "A" rating for "welcoming and supportive environments."

10 Activities Bringing Us Closer to Our Goals

Primary owners of this goal are in the departments of Institutional Advancement, Academics and Student Support Services

1. Identify supports and create systems for families to prepare students for school
2. Create a welcoming environment for all members of the community
3. Create a year-round student recruitment marketing and communications plan
4. Support Central Office departments with strategic communications plans
5. Engage community through strategic marketing and communications
6. Establish ongoing community forums to gain perspective from our supporting community and communicate our progress and challenges
7. Increase volunteer hours and engagement opportunities
8. Align our community partners to our District's vision, mission and TP3 goals
9. Seek increased funding and resources for District's goals
10. Create a best-in-class experience for students and teachers

Early Evidence

- Established a District scorecard in combination with Game Plan
- Developed a database of non-profit partners
- Increase in families, members of the community and partners visiting schools
- Improved internal and external communications

Expected 2018–2019 Progress

- 80% of schools hold community open house days
- MOU process and criteria clearly established for community partners
- Maintain a database of non-profit partners
- Align marketing calendar to external and internal messages

Expected 2019–2020 Progress

- Increase demand from community partners to use buildings for events
- Create tools and training to support principals and teachers in marketing their schools
- Put system in place to effectively match non-profit partners with schools, assess outcomes and implement programs across the District

Expected 2020–2021 Year Progress

- Expand partner database by 5%
- Increase the number of volunteers and mentors by 10% while increasing number of students served
- Level of public/private funding exceeds \$2.5 million
- Partner support enables District to increase resources and improve facilities
- Stabilize/increase enrollment in targeted schools



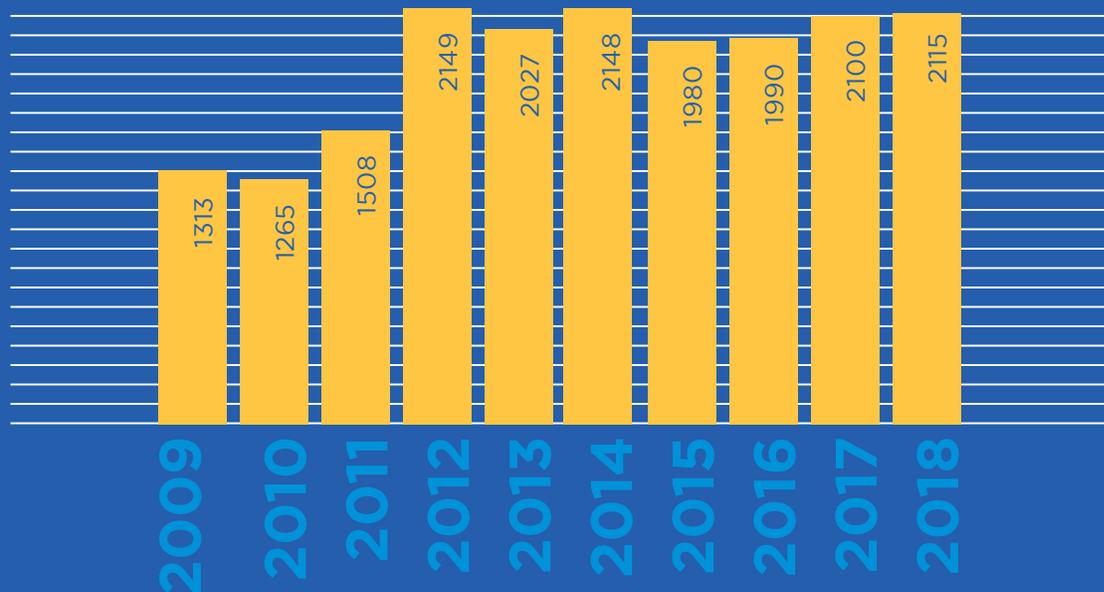
District Input Indicators

- Customer Service
- Welcoming Environment
- Partnerships
- Marketing

School Output Indicators

- Community Outreach
- Effectiveness of Partnerships
- Customer Satisfaction
- Student Retention

PRE-KINDERGARTEN ENROLLMENT



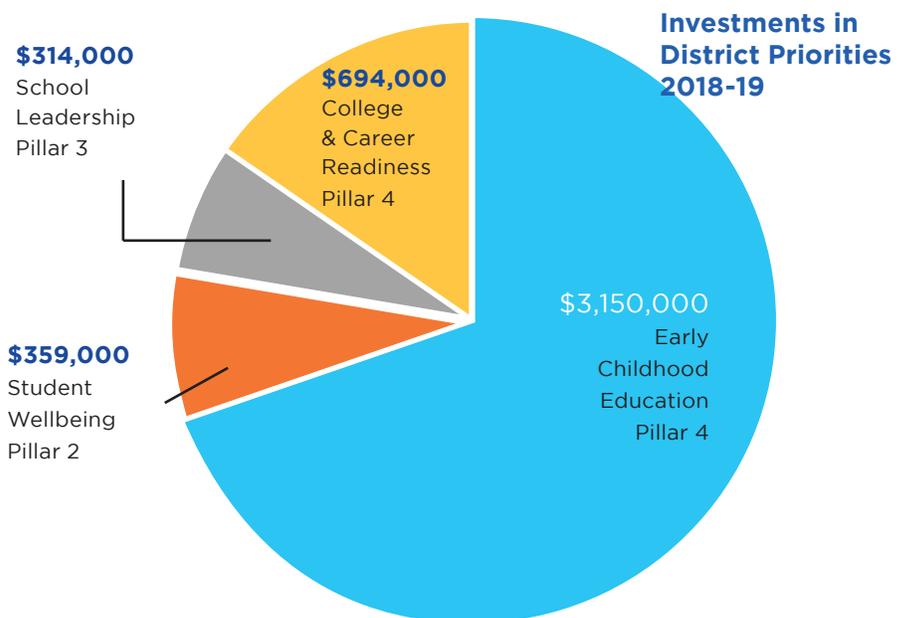
SLPS FOUNDATION ACTIVITIES AND INVESTMENTS

The SLPS Foundation has worked with the superintendent to develop four areas of concentration that support the work of all five pillars. The 2018-2019 school year has seen a record setting contribution of more than \$6

million to support District priorities. Thanks to the Foundation’s funding and partner support, the District has been able to fill resource gaps in underfunded areas and create new opportunities for teachers, students and the community.

Giving for Fiscal Year 2018-2019

The SLPS Foundation is a valued SLPS partner, and, as reflected in Pillar 5, they help to promote, track and invest community and partner dollars in areas targeted by the District.



Early Childhood Education

85% of 4-year-olds complete pre-k “Kindergarten Ready.”

- Invested in expansion of early childhood classrooms
- Literacy professional development through curriculum and classroom libraries

- Created literacy spaces and supported professional development in 70 classrooms
- Supported professional development cohorts and teachers pursuing National Board Certification in Early Childhood Education

College and Career Readiness

92% of first graduating class from the Early College Academy enrolled in 4-year colleges – 54% increase in scholarships earned by grads since 2016.

- Supported launch of Early College Academy, a dual enrollment partnership with Saint Louis Community College
- Initiated freshmen success teams at all high schools
- Hired five college specialists to provide

one-on-one college counseling

- Provided ACT training to teachers and implemented a Princeton Review Class in 11 high schools
- Awarded scholarships to graduating seniors
- Supported Peer Mentors in the Jump Start Program

School Leadership

- Awarded Innovation Grants (up to \$12,000) at seven schools and provided support and coaching to awardees
- Supported the District’s launch of the Consortium Partnership Network

- A sponsor of Educator of the Year (funded six awardees), an honor and recognition event for teachers
- Provided teacher leader opportunities in STEM (science, technology, engineering and mathematics) and talent recruitment

Student Wellbeing*

Thanks to the support of our healthcare partners, since 2015, the number of schools offering mental health therapy and training has tripled.

- 45 schools are currently participating in trauma-informed training cohorts
- 12 schools added behavioral health therapists to provide counseling

- Creation of District-level Trauma Council to inform policy and practice
- Secured invitation to engage in national networks in the area of student wellbeing

*This includes \$1 million in-kind from BJC HealthCare



OUR WINNING GAME PLAN INCLUDES YOU!

When parents come to their child's high school graduation, they see not only the student standing before them on the stage, they see the entire journey. The same goes for educators who see the individual student and recognize how removing barriers, providing access to more opportunities and challenges of high expectations have added importance and weight to the diploma in hand.

That's the promise we offer each and every SLPS student and family. No matter who you are, where you live, the level of resources, the degree of support – no matter how you come to us, you are promised success. The level of success will depend on you and on our ability to determine together, as a team, the appropriate Game Plan for achievement. We are proud that the SLPS team grows each year with the addition of new partners and benefactors who share and protect our vision.

Finally, thank you for trusting us with the most precious resource that our community has – its children.

We thank the St. Louis community for support over the years and look forward to continued partnership as our transformation continues. The Game Plan will be updated throughout the year. You can find the plan online at www.slps.org/GamePlan. We invite you to partner with us and hold us accountable for results. This is truly where our Game Plan flourishes or fails.

The District depends on the support of our community and on our ability to work as a team. Together, we are creating leaders and great contributors to society who, no matter the pursuit, have the will and determination to make our world a better place. We depend on you. The future Fulbright Scholars and leaders, military officers, Major League athletes and Nobel Peace Prize winners sitting in our seats today depend on us all.



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Monitor our progress at www.slps.org/GamePlan