



2019-2020 St. Louis Public Schools Title I: Local Education Agency Plan

ESEA/ESSA Section 1112

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2019-2020 SLPS District Title I LEA Plan

The following information is a draft of the Saint Louis Public Schools' (SLPS) proposed Local Education Agency (LEA) Plan. This plan is required under the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA), Section 1112.

The LEA Plan, pending approval by the Department of Elementary and Secondary Education (DESE), is required in order for the district to receive Title I funds under ESEA/ESSA in any given fiscal year:

The SLPS district (LEA) plan:

- Provides a framework of actions and measures that help ensure students meet the challenges of the Missouri Learning Standards and all Title I requirements (ESEA/ESSA Section 1112 (a)(3))
- The Plan remains in effect for the duration of the LEA's participation in ESEA/ESSA programs. *Section 1112 (a)(4)*

The district shall annually review and, as necessary, revise the plan. Revisions shall be submitted to the State in accordance with *Section 1112 (a)(5)*.

The following are assurances on the part of SLPS:

Monitor students' progress in meeting Missouri Learning standards by:

- Developing and implementing a well-rounded program of instruction to meet the academic needs of all students. *Section 1112 (b)(1)(A)*.
- Identifying students who may be at risk for academic failure (*Section 1112 (b)(1)(B)*) will be monitored through the following methods:
 - All students take the STAR Reading assessment three times annually.
 - All students take standards-based assessments twice annually.
 - Academically at risk students are identified through in-depth analysis of these formative assessments and anecdotal data.
 - In October, January, March, and April schools communicate with the families of students who are not performing on or above grade level and deemed at risk for academic failure. The district teams then coordinate with schools to create targeted interventions.
- Providing additional educational assistance to individual students as needed to meet rigors academic standards. Section 1112 (b)(1)(C) and (b)(5).

Apply Title I funds to support a districtwide preschool program. (Section 1112 (b)(1)(A), and 1113(c)(5):

- The program will feature Project Construct and Early Language and Literacy curricula, both of which are approved by DESE.
- The district will also fund the hiring of instructional teachers and instructional para-professionals.

- The preschool program will serve students one to two years prior to entering kindergarten.

Support, coordinate and integrate Title I.A funded services with early childhood education programs at the district or school level by:

- Providing professional development training to teachers that meet Head Start guidelines.
- Training teachers to meet Project Construct and health/safety requirements designed to meet kindergarten readiness standards.
- Using strategic processes to observe and raise the quality of instructional practices in preschool classrooms.

Transition of Participants (*Section 1112 (b)(8)*) will be supported through the SLPS ECE Office which:

- Provides information about Kindergarten Readiness and Kindergarten Transition through participation in transition fairs and presentations at local community preschool program locations and agency fairs.
- Partners with district sponsored, annual Back-to-School Festivals.
- Requires each school to develop and implement a Kindergarten transition plan, including two parent meetings to discuss transitions.
- Identifies kindergarten readiness targets using Desired Results Developmental Profile (DRDP).
- Make referrals to local Head Start and other community preschool programs when we are not able to meet the needs of a family because of space or other limitations.

Implement strategies to facilitate effective transitions for students from middle to high school (*Section 1112 (b)(10)*) in the following ways:

- **Network Superintendents:** Leaders over middle schools (MS) and for high schools (HS) work with the HS Freshmen Success Teams.
- **Counselors:** Counselors help to transition students academically, socially and emotionally.
- **Four-year plans:** Plans are started at the middle and high school level where counselors take charge of this work once students arrive.
- **Pilot Mid-Year, 8th Grade Intervention:** Students who are at-risk of not being ready for 9th grade will be identified early in the 8th grade year.
- **Defining and Tracking "High School Ready" across schools:** Previous year data were reviewed as indicators of High School Ready and will be tracked by student, grade level, and school for frequent monitoring and parent/guardian contact.
- **Establishing High School Ready Indicators:** "Agency" Research is clear that student dispositions and attaining attributes as self-confident learners are critical areas of concentration for school and teacher focus.
- **District High School Recruitment:** The district recruitment office coordinates programs for sixth, seventh, and eighth grade students including: Career/workplace visits, both Community and 4-year college visits.
- **Summer School:** Summer school programs have been redesigned to focus on positive attributes of learners, interdisciplinary and project-based learning approaches, and skill focus to prepare students for 9th grade.
- **Action Research:** Middle school leaders and district personnel have examined data and reviewed data on indicators of high school readiness. Corresponding structures for planning,

tracking, and professional development are in development for the 2019-2020 school year implementation.

SLPS will also implement strategies to facilitate effective transitions for students from high school to post-secondary education by ensuring that:

- Every SLPS HS has a College and Career Advisor (CCA) who actively works to determine which of the three post-secondary strands a particular student is most interested and prepared for; Enrollment, Enlistment or Employment.
- Advisors and the HS Counselors will work to assist students in all three areas making plans that are individualized, viable and well planned out.
- The SLPS Summer CCR Center teams and Career and Technical Education (CTE) Instructors work directly with students to help make adjustments to plans as needed and to ensure they are preparing for their path.

Collaborate with institutions of higher education, employers and other local partners to offer early access to college for qualifying high school students (i.e., dual or concurrent enrollment and career counseling to identify student interests and skills). Current offerings and strategies include:

- St. Louis Community College at Forest Park’s “Early College Academy” - Students are offered dual enrollment for their junior and senior years and successful participants graduate high school with an Associate's Degree.
- Ranken Technical College offers a dual enrollment program where 12th graders can attend the facility full-time.
- Harris Stowe State University partners to provide “Jump Start,” a part-time dual enrollment program for qualifying students.
- SLPS Career and Technical Education courses offer opportunities for students to earn dual credit through partnerships with St. Louis Community College and Southern Illinois University-Carbondale.
- University of Missouri-St. Louis provides dual credit earning opportunities through regular academic courses available through the SLPS. The University monitors each student’s progress in meeting the Missouri Learning Standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve the overall education environment. Additionally, the district will use:
 - Standards-based curriculum /instruction in math, English and language arts (ELA), science, and social studies.
 - Benchmark assessments for math, ELA, and science are given twice annually in third – tenth grades and in high schools. Students eligible for End of Course (EOC) take American Government benchmarks.
 - STAR Reading assessments are also delivered three times annually to ensure and strengthen progress monitoring.

Ensure teacher quality for all (Section 1112 (b) (2)) by identifying and addressing any educational or instructional disparities.

The district's tiered approach to identifying and addressing the needs of, "ineffective teachers" includes:

- The Performance Based Teacher Evaluation (PBTE) data: PBTE is used to identify ineffective teachers. Student data on common assessments is analyzed and sorted to identify teacher success rates and where additional support as needed. In addition, the data is cross-referenced with student progress report grades to ensure alignment or identify lack of alignment.

Upon determining teachers' skill set, the school leadership team identifies, through discussion and data analysis, a skill-will (ability and determination) matrix for teachers to help determine the type and level of support needed. Support comes in the form of:

- Observation feedback cycles, coaching cycles, and/or Performance Improvement Plans (depending on the type and level of need identified).
- Coaching addresses skill deficits and Performance Improvement Plans (PIP) address will deficits and may or may not include coaching as a strategy for improvement.

SLPS identifies and addresses disparities in *inexperienced teachers* by:

- Assessing the rate of students who have a first-year teacher.
- Providing a Consultant Teacher to all first-year teachers through the St. Louis Plan, an innovative collaboration between SLPS and the teacher's union, Local 420 designed to provide additional support to teachers. This Consultant Teacher conducts regular observations and provides detailed feedback using the PBTE as the focal document and data collection tool.

Additional support is available through the processes outlined in The St. Louis Plan as each teacher's unique needs are addressed and an improvement plan is created for their improvement and gradual progression outside The Plan.

Upon completion of each semester, the Consultant Teacher presents his or her mentees to the Internal Board of Review to determine if continued support is needed and, if they are to be retained and moved to level support. Once teachers move to receiving support at the school level, the LEA uses the same model as described above to determine and provide support.

SLPS identifies and addresses disparities in *out-of-field teachers* by:

- Assessing the rate of students who have teachers with a certification that does not match content area and the rate of students who have teachers that are long-term substitutes.

The district serves at risk children (Section 1112 (b)(5)) residing within the boundaries of the LEA at the Annie Malone Children's Home which provides a safe 24-hour environment for children birth to 18 with intervention measures to immediately alleviate crisis. Those measures include providing emergency shelter, food, clothing, educational needs, conflict resolution, emergency medical attention, counseling

referrals, to prevent child abuse and neglect. The program helps to reduce parental stress, improve family communication skills, and prevent future crisis.

The district also provides services to support the enrollment, attendance and success of homeless children and youths including providing services comparable to those provided to children in Title funded schools (Section 1112(b)(6)).

- Primary support is delivered through the district's Students-in-Transition (SIT) office, which in accordance with the McKinney-Vento Homeless Assistance Act, guarantees education for homeless students. Students experience a seamless entry into schools once they have been identified via our Intake and Assessment process.
- Students are immediately enrolled and linked with appropriate services (i.e., transportation, uniforms, school fees, school and/or hygienic supplies, clothing, food, tutoring, case management services, referrals for assistance with housing, utilities, employment, medical and/or counseling).
- The SIT office is open to families year-round and hosts special events and clothing and supply drives in the effort to ensure basic needs are met.

SLPS will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline issues, disaggregated by specific student subgroups as identified through the National Assessment of Educational Progress Authorization Act (NAEPA), (Section 1112 (b)(11)).

The Office of Specialized Services (Student Support Services) has several strategies to ensure that schools and students are supported to reduce the overuse of discipline practices. The following are examples of such strategies:

- Student Support Teams (SSRs) have been created to help schools districtwide create individualized behavior intervention plans
- More than 40 schools have been trained in Positive Behavioral Intervention and Supports (PBIS) to ensure that schools are instituting systems to prevent student misbehavior.
- The district has instituted a ban on K-2 suspensions and is providing training on trauma-informed practices. In-School Suspension serves as a recovery and reflection space that deescalates students' behaviors.
- In addition, all school leadership teams spent a year in extensive training on Culturally Responsive Pedagogy to examine discipline practices and systems.

The district will support programs that support and integrate academic and career and technical education content through coordinated instructional strategies and work-based learning opportunities. The coordination of academic and experiential/work based learning is primarily supported through the district's Career and Technical Education (CTE) office within the department of College and Career Readiness (CCR).

- The Office of CCR also provides other college and career experiences for middle and high school.
- The district offers 30 CTE Programs in 13 high schools and one Technical Education site.

- All schools have at least one CTE program and students can also attend part-time, the 5 programs offered at our Technical Education site.
- Gateway STEM and Clyde C. Miller offer 12 and 10 programs, respectively.
- Students select which high school they would like to attend and the CTE options play a large role in the selection criteria.

The CTE offerings include internships in many of the programs of study. In addition, students may select from two Pre-Apprenticeship Programs in Early Childhood and Carpentry, supported by the Department of Labor. Several of our programs work directly with employers, so once the internship is complete, the district assists students with interviewing and job placement as needed.

SLPS also offers “Project Lead The Way,” in support of engineering and bio-medical sciences at a number of school sites.

High school students are engaged in the post-secondary planning process. Staff work with students to determine their long-range places and gauge interest in enrolling in college or a certification program, enlisting in a branch of the military or seeking direct employment.

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