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Academic Office Operational Plan (2022 – 2023)

November 2, 2022

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Deputy Superintendent of Academics**

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| VERSION LOG | | | |
|-------------|---------|----------|-----------------|
| Date | Version | Editor | Notes |
| 11/02/22 | 1 | TBullock | Initial Release |
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INTRODUCTION

Purpose of the Plan

- ☐ To provide a general shared understanding of when an initiative or action will be started and completed. The operational plan is subject to change as new goals, strategies, and / or actions are identified.
- ☐ The purpose of the Academic Office Operational Plan is to provide a clear picture of tasks and responsibilities in line with supporting the achievement of the S.M.A.R.T.I.E. goals that facilitates the WORK of the Academic Office.
- ☐ To model system-wide transparency and visibility in our process monitoring the program goals of the core work of teaching and learning.
- ☐ To provide process monitoring tool that can be replicated in use by departments in the district in support of facilitating coherence to ensure accountability in the management / progress monitoring of the WORK of the Academic Office.

The Operational Plan provides the what, who, when and how much:

- **what** - the strategies and tasks that must be undertaken
- **who** - the persons who have responsibility of each of the strategies/tasks
- **when** - the timelines in which strategies/tasks must be completed
- **how much** - the amount of financial resources provided to complete each strategy/task

The Differences between operational and strategic plans:

| Strategic Plan | Operational Plan |
|---|---|
| A general guide for the management of the District | A specific plan for the use of the Academic Office's resources in pursuit of the strategic direction of the District. |
| Suggests strategies to be employed in pursuit of the District's goals | Details specific activities and events undertaken to implement strategies in support of the Academic Office Goals. |
| Is a plan for the pursuit of the District's mission in the longer term (3 - 5 years) | Is a plan for the day-to-day management of the Academic Office (one year time frame) |
| The strategic plan, once formulated, tends not to be significantly changed every year | Operational plans may differ from year to year significantly |
| The development of the strategic plan is a responsibility shared and involves different categories of stakeholders. | The Deputy Superintendent and staff of the Academic Office produce the operational plan. |

The Management of the operational plan:

The Academic Office Directors should continually monitor the implementation of the operational plan and exercise control of the Academic Office Resources to ensure success.

What needs to be managed by the Academic Office Directors includes:

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| Timelines | Did strategies commenced and will all of the tasks / activities be completed by the scheduled timelines? |
| Key Performance Indicators | Is progress been made according to performance measures? Are targets being met? |
| Responsibilities | Is staff having difficulty with the tasks assigned to them? Does there need to be any reassignment of responsibilities? |
| Physical Resources / Professional Services | Is the procurement of materials and services occurring in a timely manner? Are professional services being managed efficiently and performance standards being met? |
| Budget | Is the budget being managed effectively and “unexpected costs” being held to a minimum? |

- **See Appendix “Operational Plan Management Framework”, for Accountability / Progress Monitoring Process**

“THE WORK”

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| The WHY of our work for School Year 2022-2023 |
| To develop and/or deepen the habits of mind and adaptive leadership moves critical to disrupt and dismantle inequities in our systems, practices, policies and procedures so each scholar thrives. |
| WHAT is our work for School Year 2022-2023? |
| <ol style="list-style-type: none"> 1. Strengthen the *instructional core, so each scholar has access and targeted supports to achieve Standards and to engage in deeper learning through the “Key 3” 2. Use multiple sources of data(qualitative, quantitative and perceptual) to inform decision-making 3. Apply “best we know right now practices” to educate the Whole Child <p>*teachers’ knowledge and skills; scholars’ engagement in their own learning; academically challenging content</p> |
| HOW will we accomplish our work for School Year 2022-2023? |
| <ul style="list-style-type: none"> •(Re)Calibrate and deepen learning and teaching practices through multi-tiered systems of support (MTSS) •Manage Complex Change •(Re)frame our Thinking: <p>-Watch Video 1–“Decolonizing the mind to change lives” Liz Dozier-Watch Video 2 – “Pedagogy of Confidence” Yvette Jackson</p> |
| “Professional Learning” defined: |
| ... a comprehensive, sustained, job-embedded, and collaborative approach to improving teachers and leaders effectiveness in raising scholar achievement |

THE COMPONENTS OF THE SHORT RANGE PLANS

1. S.M.A.R.T.I.E. Goals

Identify the S.M.A.R.T.I.E. Goal that your short-range plan is addressing:

2. Description

Describe the elements of the program that would be impacted by the “Targeted” S.M.A.R.T.I.E. Goal:

3. Strategy to accomplish your Target” (S.M.A.R.T.I.E. Goal)

Provide the strategy used to achieve your “Target”:

4. Key Performance Indicators

Provide the KPI(s) (qualitative or quantitative) that demonstrates how effectively you are progressing towards achieving your “Target”:

5. Key Action Steps

Provide the action steps (coherent set of specific steps) that are taken to achieve your “Target”

- *Start / Stop Dates for Action Step*
- *Evidence of Completion*

6. '22-23 Budgeted

Provide your Budget, which supports this plan

CURRICULUM AND INSTRUCTION

MISSION STATEMENT

- The mission of the St. Louis Public Schools department of Curriculum and Instruction is to develop, refine and communicate a Guaranteed and Viable Curriculum that clearly defines what St. Louis Public School students should know and be able to do by providing;
- Standards-based curriculum plans;
- Blended Instructional Resources;
- MTSS Resources & Support Services;
- Assessments;
- Performance criteria;
- Proficiency scales and ongoing support via the monitoring of fidelity of implementation with observation and coaching cycles, data analysis and professional development solutions.

Academic Office Short-Range Plan

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|-------------------------------------|--|
| Academics / Literacy | Program Name: Elementary Reading Intervention |
| Submitted By: Kay E. Royster | Date: September 12, 2022 |

S.M.A.R.T.I.E. GOAL

By the end of each school year, 80% of students in grades 3 – 5 will demonstrate a minimum of one year's growth in reading.

DESCRIPTION OF PROGRAM / INITIATIVE

The reading coaches will use research and best practices to facilitate measurable student achievement in reading/literacy by helping students master skills to meet/or exceed literacy/reading standards. The reading coaches will also work with students to facilitate the use of reading/literacy skills across content areas.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Students receive grade-level instruction in reading/literacy.
- Develop and implement a reading intervention program for students in grades three-five who are reading 1-2 years below grade level.
- Monitor the progress of reading intervention students at five-week intervals
- Track student progress in reading using the Star winter and spring reading assessments.

KEY PERFORMANCE INDICATORS

- Increases in the percentages of students in grades 3 -5 achieving at least 5 months of growth as measured by STAR during SY 22 - 23.

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|--|---|--|
| Conduct Classroom Observations of Students During Reading Instruction | August 22-September 23 | Reading Teachers Have Observed All Students During Instruction in Each Classroom, Grades Three-Five |
| Administer Cold Read Fluency Tests to Students in Grades 3-5 | September 1-September 23 | All Students in Grades Three-Five Have Been Administered Cold Read Fluency Tests |
| Analyze Star Reading Data, Cold Read Fluency Data, and Classroom Observations with Classroom Teachers and AICs for Student Selection in Reading Intervention Program | September 1-September 23 | Reading Teachers Have Selected Students for Reading Intervention Program, Recorded Data in Trackers, and Submitted Trackers to K-12 Reading Specialist |
| Create Reading Intervention Schedules | September 1-September 23 | Reading Teachers Have Submitted Schedules to K-12 Literacy Specialist |

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| Meet with Selected Students and Parents to determine Reading Goals and Develop the Individualized Reading Success Plan (IRSP) and Begin Instruction | Upon Completion of Star Testing on September 16 | Reading Teachers Have Submitted IRSPs to K-12 Literacy Specialist |
| Progress Monitor and Record Student Change in Reading Achievement | Weekly for the duration of Student's Time in Intervention Program | Reading Teachers Have Submitted Data Trackers to K-12 Literacy Specialist with Updated Data |
| Determine Student Continuation in Program Based on Progress | After Five-week Cycle of Student Participation (minimum 5 weeks) | Reading Teachers Have Submitted Updated Reading Intervention schedules with Updated Student Data |
| Repeat Action Steps Above after the Administration of the Second Semester Star Reading Test | January 2023 – April 2023 | Same as above for First Semester. |
| Budget Impact: Title Funding | | |

Academic Office Short-Range Plan

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|--|---|---|
| Curriculum / Elementary Language Arts | | Program Name: ELA CFA / CSA |
| Submitted By: Esther Palsenberger | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| Schools will implement the St. Louis Public Schools (SLPS) Standards Based English Language Arts (ELA) curriculum with fidelity through on-going support with planning, pacing, and intervention. By the conclusion of each quarter during the 2022-2023 school year, 50% of students in grades K-5 will increase their CFA scores by double digits on the CSA assessment. 10% of the Tier III students will increase their overall CSA scores by 25% through implementing SuccessMaker three times a week for 20 minutes per session. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The elementary teachers will use data and best practices to facilitate measurable student achievement in reading by implementing with fidelity the district-given curriculum resources to support the SLPS Standard-Based Curriculum in order to master the priority standards identified by DESE. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> Students receive grade-level instruction in English Language Arts. Teacher will analyze data from the prior year results and plan instruction for the upcoming year in preparation for the 2022-2023 MAP assessment. Monitor students' progress through ongoing CFAS and daily/weekly CFUs. | | |
| KEY PERFORMANCE INDICATORS | | |
| Increase the percentage of students in grades K-5 achieving at least double digit growth between the Units CFAs and CSAs throughout the 2022-2023 school year. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Analyze quarterly CFA results | August 2022-April 2023 | Teachers will create a list of priority standards that need to be focused on throughout the quarter. |
| Plan for data-driven instruction | August 2022-May 2023 | Teachers will plan with other teachers in their grade level during the district-wide PD session and during their building-level PLC meetings. |
| Track students' progress on the mastery of priority standards | August 2022-May 2023 | Create and update monthly a data tracker |
| Budget Impact (Indirect / Direct cost; GOB; ESSER; Grant; State / Federal): GOB / ESSR | | |

Academic Office Short-Range Plan

Curriculum / ELA Elementary

Program Name: ELA / MAP

Submitted By: Esther Palsenberger

Date: September 20, 2022

S.M.A.R.T.I.E. GOAL

Schools will implement the St. Louis Public Schools (SLPS) Standards Based English Language Arts (ELA) curriculum with fidelity through on-going support with planning, pacing, and intervention. By the end of May 2023, 50% of all students will increase their MAP ELA grade-level assessments in grades 4-5 by an average of 10% over the 2022-2023 baseline as measured by reporting tools from MO DESE. 25% of 3rd grade students will reach proficient or advanced on their MAP ELA grade-level assessment. 25% of 4th and 5th grade ELL students will increase their MAP ELA grade-level assessments by an average of 10% over the 2021-2022 baseline as measured by reporting tools from MO DESE.

DESCRIPTION OF PROGRAM / INITIATIVE

The elementary teachers will use data and best practices to facilitate measurable student achievement in reading by helping students master the priority standards identified by DESE.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Students receive grade-level instruction in English Language Arts.
- Teacher will analyze data from the prior year results and plan instruction for the upcoming year in preparation for the 2022-2023 MAP assessment.
- Monitor students' progress through ongoing CFUS and formal assessments that are aligned to the MAP assessment format.

KEY PERFORMANCE INDICATORS

Increase the percentage of students in grades 3-5 achieving at least 5 months growth as measured by STAR between Fall Benchmark to the Spring Benchmark in the 2022-2023 school year.

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|----------------------------------|---|---|
| Analyze MAP results | August-October 2022 | Teachers will create a list of priority standards that need to be focused on throughout the year. |
| Plan for data-driven instruction | August 2022-May 2023 | Teachers will plan with other teachers in their grade level during the district-wide PD session and during their building-level PLC meetings. |

| | | |
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| Track students' progress on the mastery of priority standards | August 2022-May 2023 | Create and update monthly a data tracker |
| Budget Impact (Indirect / Direct cost; GOB; ESSER; Grant; State / Federal): GOB/ESSR | | |

Academic Office Short-Range Plan

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|--|------------------------------------|--------------------------|
| Curriculum / Secondary Science | | Program Name: OpenSciEd |
| Submitted By: Valentina Bumbu | | Date: September 27, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| <p>GOAL 1 Schools will implement the SLPS Chemistry, Biology, and 8th Grade Science Curriculum with fidelity by applying the learnings from the on-going support and professional development on planning and pacing to achieve at least a 25% increase as measured by common formative and summative assessment in Biology, Chemistry, and 8th Grade Science by the end of 2022-23 school year.</p> <p>GOAL 2: Schools will implement the SLPS Physics, 6th and 7th Grade Science Curriculum with fidelity by applying the learnings from the on-going support and professional development on planning and pacing to achieve at least a 20% increase as measured by common formative and summative assessment in Physics, 6th and 7th Grade Science by the end of 2022-23 school year.</p> | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| OpenSciEd provides high quality, open-source and, hence, free, locally adaptable full-course science instructional materials for middle school (grades 6-8), while at the same time supporting the implementation of the instructional units. OpenSciEd framework aligns with 3-dimensional instruction and NGSS (hence, MLS), are wrapped in a rich and engaging phenomenon, and address the issues of equity and differentiation in a science classroom, especially in an urban setting. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| Professional Development on the implementation of the phenomenon-driven units 1. Deliveries / provision of instructional supplies (printed materials, consumable and non-consumable kits) on time 2. Instructional supports for teachers implementing OpenSciEd framework through observations, check-ins, and when requested | | |
| KEY PERFORMANCE INDICATORS | | |
| 1. All teachers interested in the OpenSciEd framework will form a special cohort that will undergo professional development on student sense making to explain phenomena. The success of the deliverables will be measured by observing classrooms implementing OpenSciEd units, as well as at the next session of PD and booster sessions of CFA/CSA data analysis and interpretation where participants are asked to bring/review student work samples. 2. All teachers in this cohort will use the instructional materials and elements from PD to effectively implement the OpenSciEd framework. The success of implementation is measured by observing classrooms implementing OpenSciEd units. 3. Students' growth performance will exceed 25% in quarterly common assessments. | | |
| KEY ACTION STEPS | | |
| Action Step | Start / Stop Dates for Action Step | Evidence of Completion |

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| Initial survey certified and equipped teachers interested implementing phenomenon-driven units | Mar 2022 - Aug 8 2022 | Analysis of survey data |
| Delivery of kits and prints from Ricoh | June 2022 and ongoing (for prints) | Confirmation from Ricoh (prints) and vendor (kits) |
| Cohort Professional Development | Aug 10-13, Sep 23, Oct 14, Feb 17 | <ul style="list-style-type: none"> • Experiencing and establishing of anchoring phenomena routine, OpenSciEd instructional model, and setting structures for sense making discussions • Practicing effective utilization of OpenSciEd instructional materials • Reflection on key instructional elements for teaching and learning in an OpenSciEd-aligned way. • Sharing of successes and challenges around implementation. • Examination of student video and artifacts in relation to the key instructional elements. |
| Additional Instructional support between district PDs | September 2022 – June 2023 | <ul style="list-style-type: none"> • Frequent data analysis to drive improvement cycle • Coaching cycles around NGSS, anchor phenomenon, sense making, discussion routines, and implementation of OpenSciEd instructional units. |
| Budget Impact: Direct / Indirect Cost | | |

Academic Office Short-Range Plan

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| Academics / Elementary Science | | Program Name: Mystery Science |
| Submitted By: J. Carrie Launius | | Date: September 26, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| <ol style="list-style-type: none"> 1. Ensure quality science is taught with fidelity in alignment with prescribed SBI, three-dimensional instruction (Missouri Learning Standards) and district science curriculum for 30 minutes daily in grades k-2 and a minimum of 45 minutes daily in grades 3-5 as demonstrated by building walks, CFA's and MAP like assessment practice. 2. By the end of the 22-23 school year, science instruction in all classrooms will demonstrate the blend of science and engineering practices, disciplinary core ideas, and crosscutting concepts as outlined in the Missouri Learning Standards (MLS) Leaders will take steps to ensure all educators receive high-quality, research based professional development so that state MAP scores will improve by 2% every year for five years. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| <p>Mystery Science – a computer-based program that supports the Missouri Learning Standards in elementary science. Our textbook is out of print and does not meet the current Missouri Learning Standards so this is the largest piece of curriculum support we have. It supports all elementary grades and offers additional components that support both math and ELA during science instruction.</p> | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <p>Teachers need materials to teach elementary science. Currently the text is outdated and out of print. By using computer-based programs to supplement, both students and teachers can be successful.</p> <ul style="list-style-type: none"> • Provide supports to teachers that are unfamiliar with science content • Provide supports to Tiers 1,2, and 3 instructional practices by allowing students to work independently or in groups with specialized individual instruction • Gives students hands-on opportunities which mirror the eight Science and Engineering Practices that are to be taught informed by the Missouri Learning Standards | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> • CFA's-Common Formative Assessments • CSA's-Common Summative Assessments • MAP test grade 5 to increase by 2% | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| K-5 teachers teach the lessons designated in the curriculum | August- May | As recorded by Mystery Science |
| K-5 teachers get a 30 minute training on using the | Aug- Oct | Agreement of AIC's in Data Teams |

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| materials and all of its support materials | | |
| Progress monitoring of using materials | August-May | As recorded by Mystery Science |
| Budget Impact: Direct Cost | | |

Academic Office Short-Range Plan

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|--|---|---|
| Academics / Secondary Math | | Program Name: High School Math Textbook Adoption |
| Submitted By: Zehra Khan | | Date: September 27, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| Schools will implement the SLPS Mathematics Curriculum with fidelity by applying the learnings from the on-going support and professional development of MO learning standards (MLS) to achieve a 5% increase in the number of scholars scoring proficient and advanced category on the Algebra 1 EOC assessment by the end of 2022-23 school year. Scholars in the free and reduced lunch subgroup will increase the percentage of scholars scoring Proficient or Advanced by 7% over the 2021-2022 baseline on the Algebra 1 EOC assessment. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| High School Math is in need of new resources to teach and implement the curriculum in Algebra 1, Geometry, Algebra 2, AP Math and Math electives. Our last adoption for high school math was in 2016. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> Solicit vendors for appropriate resources. Review materials for presentation to stakeholders. With stakeholder input, select materials, which addressed our initiatives. Receive board approval to purchase and implement the resources. | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> 100% of high schools receive and implement resources. 100% of schools engage in standards based high school math education by using robust resources purchased. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Identify initiatives and goals for the textbook purchase. | November-December 2022 | Completed request for materials for review to vendors. |
| Identify scoring criteria for hard materials review. | November –December 2022 | Completed scoring criteria for vendors. |
| Send letters to vendors for review of materials | December 2022 | Receipt of materials |
| Solicit stakeholders to review materials | December 2022-January 2023 | Committees are formed and have completed review. |
| Identify vendors for presentation | January 2023 | Letters sent to vendors for presentation |

| | | |
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| Schedule vendors for presentation of materials to stakeholders | February 2023 | Letters are sent to vendors and times are arranged for presentations. |
| Vendor presentation of materials | February 2023 | Completed scoring by stakeholders and recommendations for purchase. |
| Recommendation for purchase of materials | February 2023 | Board Resolution presented for review and adoption. |
| Board Resolution presented to the Board of Education. | March 2023 | Board Resolution passed by BOE. |
| Purchase order is created by finance to purchase materials. | April 2023 | Purchase order entered. |
| Shipment of Product to Schools | June-July 2023 | Shipping receipts received. |
| Professional Development plan is developed for the teachers to learn how to use the resources | June-August 2023 | Professional development is delivered. |
| Budget Impact: Direct cost to GOB | | |

Academic Office Short-Range Plan

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| Academics / Social Studies | | Program Name: Elementary Textbook Adoption |
| Submitted By: Glenn Barnes | | Date: September 27, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By the conclusion of this school year, schools will implement the SLPS Elementary Social Studies Curriculum with fidelity for 30 minutes daily in grades K-2 and 40 minutes daily in 3-5 (As recommended by DESE) to increase the number of students scoring above 70% on district assessments. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| Elementary Social Studies is in need of new resources to teach and implement the curriculum in social studies. Our last adoption in 2017 provided a largely online resource to support hands on learning opportunity to students. Our goal is to continue providing high quality resources to our schools and utilize social studies time to develop critical thinkers and informed citizens who can address real world problems. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> Solicit vendors for appropriate resources. Review materials for presentation to stakeholders. With stakeholder input, select materials, which address our initiatives. Receive board approval to purchase and implement the resources. | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> 100% of schools receive and implement resources as indicated by teacher/leader feedback, as well as observation of usage. 100% of schools engage in daily social studies education by using robust resources purchased as determined by growth on common formative and summative assessments. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Identify initiatives and goals for the textbook purchase. | November-December 2022 | Completed request for materials for review to vendors. |
| Identify scoring criteria for hard materials review. | November –December 2022 | Completed scoring criteria for vendors. |
| Send letters to vendors for review of materials | December 2022 | Receipt of materials |
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| Professional Development plan is developed for the teachers to learn how to use the resources | June-August 2023 | Professional development is delivered. |
| Budget Impact: Direct cost to GOB | | |

Academic Office Short-Range Plan

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| Academics / Social Studies | Program Name: Middle School Textbook Adoption | |
| Submitted By: Glenn Barnes | Date: September 27, 2022 | |
| S.M.A.R.T.I.E. GOAL | | |
| By the conclusion of the school year, 70% of students in grades 6-12 will demonstrate mastery of High Priority Missouri Learning Standards as measured by data on Social Studies common formative assessments (CFAs) and common summative assessments (CSAs). | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| Middle School Social Studies is in need of new resources to teach and implement the curriculum in social studies. Our last adoption for middle school was in 2006 and the materials are vastly outdated and no longer published. Within that frame of time, Missouri has been through two iterations of their standards and our students and teachers need resources, which adequately address these standards. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> Solicit vendors for appropriate resources. Review materials for presentation to stakeholders. With stakeholder input, select materials, which addressed our initiatives. Receive board approval to purchase and implement the resources. | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> 100% of schools receive and implement resources as indicated by teacher/leader feedback, as well as observation of usage. 100% of schools engage in daily social studies education by using robust resources purchased as determined by growth on common formative and summative assessments. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
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| Purchase order is created by finance to purchase materials. | April 2023 | Purchase order entered. |
| Shipment of Product to Schools | June-July 2023 | Shipping receipts received. |
| Professional Development plan is developed for the teachers to learn how to use the resources | June-August 2023 | Professional development is delivered. |
| Budget Impact: Direct cost to GOB | | |

Academic Office Short-Range Plan

Academics / Social Studies

Program Name: Junior Achievement

Submitted By: Glenn Barnes

Date: September 27, 2022

S.M.A.R.T.I.E. GOAL

By the conclusion of this school year, schools will implement the SLPS Elementary Social Studies Curriculum with fidelity for 30 minutes daily in grades K-2 and 40 minutes daily in 3-5 (As recommended by DESE) to increase the number of students scoring above 70% on district assessments.

By the conclusion of the school year, 70% of students in grades 6-12 will demonstrate mastery of High Priority Missouri Learning Standards as measured by data on Social Studies common formative assessments (CFAs) and common summative assessments (CSAs).

DESCRIPTION OF PROGRAM / INITIATIVE

SLPS has maintained a long-standing relationship with Junior Achievement of Greater St. Louis (JA) for over two decades. JA provides personal finance education and supports to our schools through their programming and volunteer support. Additionally, students are provided hands on field trip in grade 5, middle school, and high school where they experience a real world simulation around budgeting, business development, and career exploration.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Schools are introduced to Junior Achievement and sign up for services.
- The JA materials are taught to classes and supported by Junior Achievement.
- Facilitate the request for busses to send students to JA Finance Park.
- Monitor impact of learning through pre- and post-assessment provided by Junior Achievement.
- Facilitate the MOU to continue the partnership with Junior Achievement.

KEY PERFORMANCE INDICATORS

- 100% of schools participate in registering and implementing Junior Achievement program as identified by JA reporting.
- 20% growth on assessments from the start of the program until the end of the program.

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|---|---|--|
| Provide the transportation request to schools for completion. | August 2022-March 2023 | Posted to teams and shared with Network Superintendents. |
| Send field trip requests to transportation | August 2022-March 2023 | Receipts of requests and submissions to Transportation |
| Collect assessment data | March 2023 | Receipt of data from Junior Achievement |
| Revise MOU for the following school year | March 2023-April 2023 | Board Approval of the MOU |

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| Planning field trips for the 2023 School Year | March 2023-May 2023 | JA provides an updated list of schools and dates arranged. |
| Budget Impact: GOB Transportation Costs | | |

Academic Office Short-Range Plan

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|---|---|---------------------------------------|
| Academics / Visual and Performing Arts | | Program Name: PK-12 Visual Art |
| Submitted By: J. Grapperhaus / K. Harrelson | | Date: September 27, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| <p>Art Teachers will implement the SLPS Visual Art Curriculum with fidelity, leading all students to create and display one artwork for every 2 weeks of instruction throughout the 2022-23 school year.</p> <p>Each artwork will exemplify</p> <ul style="list-style-type: none"> the 21st Century Skills of critical thinking, creating, communicating, and collaborating understanding of the art medium, technique At least two of the Visual Art Standard Strands: CREATE, RESPOND, PRESENT, and CONNECT. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| <p>Visual Art Teachers will receive professional development on curriculum, classroom expectations, and observation look-fors. Scholar-created projects and displays will serve as assessments for taught standards and techniques. Progress towards instruction and learning growth will be assessed through classrooms observations and entries to district-wide art contests. Scholars will demonstrate increase in mastery of the Missouri Visual Art Standards.</p> | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> Art teachers receive PD and coaching on curriculum and classroom expectations. Classroom observations to monitor progress toward classroom targets. Scholar projects displayed, viewed, and documented as evidence of progress toward classroom targets. Timely feedback provided to teachers regarding progress toward classroom targets. | | |
| KEY PERFORMANCE INDICATORS | | |
| <p>All teachers' classroom instruction provide evidence of the following "look-fors":</p> <ul style="list-style-type: none"> Critical thinking (analyzing, problem solving, evaluating) Creating (imagining, improvising, innovating, creating) Communicating (speaking, writing, listening actively) Collaborating (team building, decision making, goal setting, resolving conflict, brainstorming) Art Displays (school displays, digital portfolios, contest entries) Medium and Technique (Students display understanding of drawing, painting, sculpting, printmaking, fiber art, and digital art techniques) Standard Driven (Clear instruction addressing at least one of the art standard strands: CREATE, RESPOND, PRESENT, CONNECT) | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |

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| Observe all art classrooms, providing feedback to teachers. | August 2022-December 2022 | Feedback provided to teachers and documentation posted to Teams. |
| Collection of Safety Art Contest entries from all schools. | October 28, 2022 | Art contest display at 801. Projects posted on website. |
| Additional rounds of observation of all art classrooms, providing feedback to teachers. | January 2023-May 2023 | Feedback provided to teachers and documentation posted to Teams. |
| Collection of Famous African-American Portrait Contest entries | January 25, 2023 | Art contest display at 801. Projects posted on website. |
| Collection SLPS Art Fair at the Zoo Contest entries | March 10, 2023 | Art contest display at the St. Louis Zoo, 801, and on the website. |
| Budget Impact (Indirect / Direct cost; GOB; ESSER; Grant; State / Federal) \$75,000 art supply budget in GOB | | |

Academic Office Short-Range Plan

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| Division / Unit: Virtual Learning | | Program Name: K-8 Robotics Pathway |
| Submitted By: Natasha Mitchell | | Date: September 25, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By the end of the 2022-2023 school year, 90% of teachers in grades K-12 will show increased frequency of high-leverage technology integration strategies that demonstrate efficiency, productivity, and transformational learning as evidenced by the Technology Integration Matrix at a rate of increased trajectory of at least 20% each quarter. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| <p>The Virtual Education program implements the Innovative Project: Robotics Pathway for all K-8 Students, which consist of:</p> <ul style="list-style-type: none"> • The Elementary (PK-5): Dash Wonder Workshop • Middle School: Lego Spike Prime | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| The Virtual Education program will utilize the Dash Robotics Tech Center Set (12 Robots, Class Connect license) for all elementary schools, and the 24 Lego Spike Prime sets for all middle schools | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> • All scholars engage in a minimum of 50 minutes per week of Tier 1 computer science instruction that includes robotics and coding. (Start date: NO LATER THAN OCTOBER 3RD) • By the end of SY 2022-2023, 100% of scholars in robotics pilot classrooms will successfully complete one full coding pathway (Elementary Dash, Middle School Lego Spike Prime) • By the end of SY 2022-2023, 100% of scholars in Dash Robotics pilot classrooms will successfully complete at least one level of Wonder Workshop instruction (aligned to Code.org Computer Science Fundamental series.) • By the end of the SY 2022-2023, 100% of 3rd – 5th grade scholars in Dash Robotics pilot classrooms will complete at least one coding pathway (Wonder Workshop.) | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Identify at least one classroom in every K-8 building to implement coding and robotics computer science in their Tier 1 classroom instruction (whole group instruction for all students.) | September 2022 | 100% of K-8 schools have identified at least one teacher to implement coding and robotics in their classroom. |

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| Provide Cohort Professional Development for Lego Spike Prime implementation | August 2022-May 2022 | Middle school teachers will complete all hours in the PD cohort and successfully teach using Lego Spike Prime robots and coding |
| Provide a minimum of three hours of professional development on Dash Robotics and Class Connect onboarding | September 2022 | Currently approximately 90% of elementary teachers have attended training and are ready to implement Dash in their classroom. |
| Visit robotics classrooms to observe Tier 1 robotics instruction | October 2022-May 2022 | Teachers will receive documented feedback and reflection, as an improvement strategy to enhance their teaching. |
| Provide training and informational session for AICs on the K-8 Robotics Pathway | September 2022 | 95% of Participant surveys will reflect 100% satisfaction with training ‘/ informational sessions |
| Collect data to determine a plan to “grow” the robotics and computer science initiative to support the continuation of the program for 23 - 24 | August 2022-May 2022 | Generation of summative 22 - 23 data report. Based on the success of the 22 – 23 program, a proposal for ESSER III will be developed and submitted in support securing funding for SY 23 – 24. |
| Budget Impact: | | |

Academic Office Short-Range Plan

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| Curriculum / Director | Program Name: Standards – Based Curriculum / Pacing Guides | |
| Submitted By: Dr. Kimberly Moody | Date: September 30, 2022 | |
| EXAMPLE OF S.M.A.R.T.I.E. GOAL | | |
| The St. Louis Public Schools Curriculum & Instruction Team will deliver an updated Guaranteed and Viable Standards-Based Curriculum Plan and Pacing Guide to each teacher for each applicable course and grade-level prior to the start of the 2022-2023 school year. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The purpose of this initiative is for the District to utilize a guaranteed and viable curriculum ensures that all scholars have an equal opportunity to learn. Each scholar will have access to the same content, knowledge, and skills in each section or class across the district. Each summer, the Curriculum and Instruction Team will work collaboratively with teachers to ensure alignment of a horizontal and vertical sequence of content material that is aligned to the Missouri Learning Standards and data-driven district assessments. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <p>Strategy #1: Gap Analysis to Identify needed Revisions to Ensure Guaranteed and Viable Curriculum</p> <ul style="list-style-type: none"> Existing curriculum resources will be evaluated against scholar performance data to determine specific updates to be made to each grade-level document. Considerations for new textbook adoptions will be included in the gap analysis. <p>Strategy #2: The implementation of Summer Curriculum Improvement Session</p> <ul style="list-style-type: none"> Curriculum Specialists will form collaborative content teams to make updates to the Standards-Based Curriculum Plans and Pacing Guides based on the results of the gap analysis conducted in Strategy #1. Each Curriculum Specialist will require at least one teacher per grade level plus additional teachers for work on elective courses at the 9-12 level. <p>Strategy #3: Curriculum Specialists will Review and Publish Updated Standards-Based Curriculum Plans and Pacing Guides</p> <ul style="list-style-type: none"> During the month of July, Curriculum Specialists will review, edit, revise, and publish the updated Standards-Based Curriculum Plans and Pacing Guides for teachers to access. | | |
| KEY PERFORMANCE INDICATORS | | |
| Increase in the number of core content courses (ELA, Math, Science, and Social Studies) with a Standards-based Curriculum that are supported by the Curriculum to 100% during 2022 - 2023 | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Curriculum Specialists will monitor scholar performance on high priority | August 2022 – May 2023 | Data Analysis (Trackers) Evidence of Impact Reports |

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| standards during Common Formative Assessments and Common Summative Assessments to identify standards and skills that require additional resources to support initial teaching and re-teaching throughout the school year. | | |
| Curriculum Specialists will develop a comprehensive list of curriculum updates and revisions needed for the Summer Curriculum Improvement Session. | August 2022 – May 2023 | Published Task List / Calendar for Summer Curriculum Improvement Session |
| Collaborative teacher teams will meet daily (Monday-Thursday) during the month of June to update Standards-Based Curriculum Plans and Pacing Guides. | June 5 - 30, 2023 | Application Process Extra Service Agreements Time Sheets |
| Curriculum Specialists will review completed work products and provide real-time feedback to drive additional updates and revisions. | June 5 – 30, 2023 | Shared Documents with Feedback Notes |
| Curriculum Specialists make final edits and publish 2023-2024 SLPS Standards-Based Curriculum Plans. | July 3 – July 28, 2023 | Published Standards-Based Curriculum Plans (internal and external documents) |
| The Continuous Improvement Cycle continues with the Gap Analysis | July 3 – July 28, 2023 | Data Analysis (Trackers) Evidence of Impact Reports |
| Budget Impact: Funding source TBD | | |

ACADEMIC OPERATIONS

MISSION STATEMENT

The Academics Operations of the Academic Office provides sound financial and internal controls support, strategic project and process management services that addresses the operational needs of the Academic Office.

Academic Office Short-Range Plan

Chief Academic Office / Operations

Program Name: Fiscal Management

Submitted By: Terrance P. Bullock

Date: September 20, 2022

S.M.A.R.T.I.E. GOAL

The goal of Academic operations fiscal management to employ the basic tenet of financial sustainability, which is proactive fiscal management that includes budget development; budget management; and expenditures management in support of ensuring the fiscally responsible budgeting and expending of the Academic Office's Funds.

DESCRIPTION OF PROGRAM / INITIATIVE

The Fiscal management program of the Academic Office is guided by the basic tenet of financial sustainability, which is proactive fiscal management that includes budget development; budget management; and expenditures management.

In support of this tenet, the Operations Coordinator, will provide tools and assist the CAO in the timely development of the Academic Office budget. The Operations Coordinator will also provide and implement tools in support of managing the Academic Office agreements and expenditures.

STRATEGY TO ACCOMPLISH YOUR TARGET

- The Operations Coordinator will create / revise Sound Fiscal Management Practices and Tools that are relevant to the Academic Office in support of effectiveness:
 - Tools to assist in the Effective Management of the performance of Contractual Vendors and MOU Partners
 - Procedures to address the Fiscal needs and capacity of the Department / Division Staff Members
 - Provide Coaching to Academic Office Board Resolution Submitters

KEY PERFORMANCE INDICATORS

Quantative:

- Agreements Lifecycle Management (1 – 2 weeks turnaround for obtaining fully executed agreements from the Supt. via the Purchasing Office)
- Requisition / Purchase Order Lifecycle Management (Target: 5 – 7 days turnaround to process requisitions to purchase orders)
- Unexpected Costs Tracking (Target: Budget Transfers turnaround 2 – 5 days turnaround for approving budget Transfers)
- Budget Spend Management (Target: 25% expended by end of 1st Quarter, 50% expended by end of 2nd quarter, 75% expended by end of 3rd quarter, 100% expended by end of 4th quarter)
- Resolution Preparation Management (Reduce the number of ratifications to 25% or lower of last year's numbers)
- Qualitative:
- Provide a quality workshop that would facilitate the number of "revised" drafts to a minimum of one / maximum of two per submitter.

- Provide quality coaching that will facilitate the number of revised BoardDocs submittals to a minimum of one.

KEY ACTION STEPS

| <i>Action Steps</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|---|---|---|
| Daily monitoring of the progress of all Academic Office Requisitions Approval In BusinessPlus Conduct Daily Approval Tasks for applicable Requisitions | September 2022 – June 2023 | Monthly Fiscal / Process Departmental Reports |
| Provide BoardDocs coaching and quality checking to Directors on an as needed basis | September 2022 – June 2023 | Monthly Fiscal / Process Departmental Reports |
| Conduct development and daily processing of Academic Office agreements | September 2022 – June 2023 | Monthly Fiscal / Process Departmental Reports |
| Provide an extended analysis of Academic Operations Metrics to CAO on a bi - weekly basis | September 2022 – June 2023 | Monthly Fiscal / Process Departmental Reports |
| Provide Coaching on the RFP Process to Directors on an as needed basis | September 2022 – June 2023 | Monthly Fiscal / Process Departmental Reports |
| Provide Coaching on the RFP Process to Directors on an as needed basis | September 2022 – June 2023 | Monthly Fiscal / Process Departmental Reports |

Budget Impact: Indirect Costs

Academic Office Short-Range Plan

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|---|---|
| Chief Academic Office / Operations | Program Name: Process Management |
| Submitted By: Terrance P. Bullock | Date: September 20, 2022 |

EXAMPLE OF S.M.A.R.T.I.E. GOAL

The goal of process improvement in the Academic Office is to identify and eliminate weaknesses in the critical support process that it provides the District staff and students, within the Academic Office, and concomitantly facilitate process improvement.

DESCRIPTION OF PROGRAM / INITIATIVE

The Process management program of the Academic Office is guided by the three of the seven basic tenets of process management; T – 1) Strategic alignment; T – 2) Governance; and T – 6) Process improvement.

In support of the identified tenets, the Operations Coordinator will assist the CAO with managing the alignment of the Academic Process Management System (PMS) with TP 3.0. The Operations Coordinator will also provide and implement tools in support of facilitating the governance and the continuous improvement of the processes within the Academic Office PMS.

STRATEGY TO ACCOMPLISH YOUR TARGET

- The Operations Coordinator will create / revise Sound Process Management Practices and Tools that are relevant to the effectiveness of the PMS:
 - Ensure that there is a strategic alignment of the PMS with TP3.0
 - Ensure that there is a governance structure in place to facilitate the accountability to support the process activities and those assigned to manage and conduct the process efforts
 - Ensure that strategies and initiatives are in place to continuously optimize process performance

KEY PERFORMANCE INDICATORS

Effectiveness:

- All thirty – six individual processes will have their achieved results assessed against their expected results
 - There are seven core services and supporting services within the PMS
 - There are thirty – six processes among the seven core services and support services within the PMS
 - Out of the thirty – six processes, the desired success rate is between 100% - 95%.

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|--|---|---|
| Review the PMS governance structure and provide ISO training to members. | September 2022 – June 2023 | Monthly Fiscal / Process Departmental Reports |

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| Analyze the alignment of the PMS quality policy and objectives with TP 3.0. Realign policy and objectives where needed. | | |
| Audit the PMS to assess the process management documents to ascertain if they are 9001:2015 compatible | September 2022 – June 2023 | Monthly Fiscal / Process Departmental Reports |
| Analyze the current processes for inefficiencies, and provide corrective actions as needed Conduct continuous improvement for processes where needed. | September 2022 – June 2023 | Monthly Fiscal / Process Departmental Reports |
| Review the PMS governance structure and provide ISO training to members. Analyze the alignment of the PMS quality policy and objectives with TP 3.0. Realign policy and objectives where needed. | September 2022 – June 2023 | Monthly Fiscal / Process Departmental Reports |
| Budget Impact: Indirect Costs | | |

ACADEMIC INSTRUCTIONAL COACHES

MISSION STATEMENT

SLPS AICs develop teachers who can serve the whole child, create equitable classrooms and schools, and provide students with meaningful learning experiences so that all students will graduate college and career ready.

Academic Office Short-Range Plan

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| Academics / Academic Instructional Coaches | | Program Name: Academic Instructional Coaches |
| Submitted By: Dr. Sara Martens | | Date: September 19, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| <p>Upon completion of the 2022-2023 school year, 100% of SLPS School Leadership Teams will have participated in and completed Data Literacy Training.</p> <p>Upon completion of the 2022-2023 school year, 100% of SLPS schools will have a robust program and system for data collection, analysis, and use as provided in a Strategic Data Plan submitted to the Academic Office to be implemented fully in the 2023-2024 school year.</p> | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| AICs will both develop their own skillset as data coaches as well as grow a rich data program at their school site to ensure laser focus on the right learning and teaching for their scholars. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> AICs and school leaders receive aligned, research-based training on 1) data literacy, 2) leading data teams, and 3) ensuring equity remains at the center of the data work they do at their schools. AICs and school leaders develop a system for data use at their schools. AICs train teachers and teacher leaders to engage in meaningful data analysis and data-driven lesson planning. | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> 100% of AIC's will attend and be engaged at all trainings sessions. Collection, review, feedback, and resubmission of Strategic Data Plans from 100% of SLPS schools will receive an approval rating. Observations, feedback, and coaching from Director of Coaching, Coordinator of AICs, and Network Superintendents will show successful implementation of the Strategic Data Plans. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Schedule training from Research for Better Teaching | October 2022 | All SLTs have attended training. |
| Network-based small group planning for Strategic Data Plans | March 2023 | All SLTs have submitted their Strategic Data Plan. |
| Feedback on Strategic Data Plans | April 2023 | All SLTs have received feedback from their Network on the Strategic Data Plan. |

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| Strategic Data Plan presentation to staff | May 2023 | All SLTs have presented the Strategic Data Plan to their staff |
| Data Team Training for staff | August 2023 | All SLTs have completed Data Team training to align to the Strategic Data Plan for all staff. |
| Data Team Rollout | August 2023 | All SLPS schools will have begun the calibrated and aligned Data Team process before scholars return to school. |
| Budget Impact (Indirect / Direct cost; GOB; ESSER; Grant; State / Federal) ESSER | | |

Academic Office Short-Range Plan

Academics / Academic Instructional Coaches

Program Name: Science of Reading

Submitted By: Dr. Sara Martens

Date: September 19, 2022

S.M.A.R.T.I.E. GOAL

Upon completion of the 2022-2023 school year, 100% of SLPS Elementary AICs will have been trained in LTRS to support a focus on the Science of Reading as aligned to the DESE goals for reading instruction and intervention.

DESCRIPTION OF PROGRAM / INITIATIVE

AICs will develop the skills and knowledge to train, support, and coach their teachers on the Science of Reading.

STRATEGY TO ACCOMPLISH YOUR TARGET

- AICs and school leaders receive aligned, research-based training on the Science of Reading and LTRS.
- AICs will collaboratively plan a universal teacher-training model to be co-led at each SLPS Elementary School (including those without AICs).
- AICs will develop a set of observation look-fors and universal expectations for implementation of new learning.

KEY PERFORMANCE INDICATORS

- 100% of AICs will attend and be engaged at all training sessions.
- Collection, review, feedback, and resubmission of LTRS implementation plans will receive an approval rating.
- A rating of satisfactory will be received on observations, feedback, and coaching from Director of Coaching and Coordinator of AICs on rollout and professional development.

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|--|---|--|
| Schedule training from EdPlus | September 2022 | All ELEM AICs have attended training. |
| Network-based small group planning for teacher focused LTRS training | March 2023 | All AICs, per network, will have submitted their professional development materials and plans for feedback and coaching. |
| Feedback on LTRS Professional Development Plans | April 2023 | All ELEM AICs have received feedback from the Coordinator of AICs on their PD plans. |
| LTRS training for teachers and other classroom staff | August 2023 | All AICs will have scheduled their LTRS training as part of |

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| | | their back to school programming. |
| Budget Impact (Indirect / Direct cost; GOB; ESSER; Grant; State / Federal) ESSER | | |

Academic Office Short-Range Plan

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|---|---|--|
| Academics / Academic Instructional Coaches | | Program Name: Cognitive Coaching |
| Submitted By: Dr. Sara Martens | | Date: September 19, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| Upon completion of the 2022-2023 school year, 100% of SLPS AICs will have completed Cognitive Coaching training. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| AICs will develop the skills and knowledge to coach their teachers using Cognitive Coaching as the foundation for their coaching work. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> AICs and school leaders receive aligned, research-based training on Cognitive Coaching. AICs will practice each of the coaching strategies on a minimum of 3 teachers during their training process. | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> All AICs that did not receive Cognitive Coaching Training within the five years will receive Cognitive Coaching training. Observation and feedback forms reflecting the implementation of the the AIC's implementation of the Cognitive Coaching Cycle will receive satisfactory ratings, from the Coordinator and Director of AICs. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Schedule training from Thinking Collaborative. | October 2022 | All SLTs have attended training. |
| AICs will schedule 2 practice coaching sessions with teachers on their roster | January 2023 | All SLTs have submitted their dates for practice coaching. |
| AICs will schedule a coaching observation by the Coordinator of AICs to observe their implementation of Cognitive Coaching | April 2023 | All AICs have scheduled the observations. |
| Budget Impact (Indirect / Direct cost; GOB; ESSER; Grant; State / Federal) ESSER | | |

COLLEGE CAREER AND READINESS

MISSION STATEMENT

To prepare students for a wide-range of careers by offering programs that incorporate rigorous academics, college and career readiness curriculum, and learning opportunities. Our goal is to help students obtain critical workforce skills such as problem solving, communication, and teamwork to ensure career and college success for all students.

Academic Office Short-Range Plan

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| Academics / CCR | | Program Name: Early College Academy |
| Submitted By: O'Keefe/Bender | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| The Early College Academy Cohort for the Class of 2025 will exceed 30 students. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The Early College Academy program includes 11 th and 12 th graders who attend STLCC @ Forest Park fulltime free. Tenth graders with a 3.5 or better are invited to apply based on their GPA. They must then meet the college Accuplacer standards to be accepted. The Cohorts for this program have never exceeded 30 students even with extra marketing, and solicitation. For the Class of 2025 we are lowering the GPA requirement to 3.25 in the hopes of gaining more students. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> Continue marketing push with Social Media, school visits and school websites Select new marketing opportunities such as HS Here I Come to market earlier to families Lower the present GPA requirement from 3.5 to 3.25 Provide Accuplacer practice test information to candidates Utilize present students as ambassadors to sell the program | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> # of 10th grade students eligible to test # of 10th grade students meeting Accuplacer standards # of applicants # of accepted students | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Create report of eligible students based on GPA, meet with said students at each school | 1/23/23-2/10/23 | List generated |
| Invite students interested to apply | 2/20/23-4/14/23 | Applications |
| Accuplacer testing and retakes | 2/27/23-4/14/23 | Test scores |
| Acceptances sent out | 5/1/23 | Acceptance notices |
| Orientation | 5/1/23-5/26/23 | Agenda, schedules, etc. |

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| Budget Impact: GOB, St. Louis Public Schools Foundation | | |

Academic Office Short-Range Plan

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| Academics / CCR | | Program Name: Learn and Earn |
| Submitted By: Henning/Bender | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| Prepare, place and support 575 Seniors from all SLPS HS during Feb-April in meaningful internships with an emphasis on women and minority owned businesses when possible. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| Second semester paid internships for SLPS Seniors with pre-internship training, job coach support, and school-level support. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> • Coordinate and monitor systems in partnership with STL Youth Jobs • Communicate with counselors and CTE leadership/instructors about procedures and deadlines • Prepare, place, and support interns throughout their internships | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> • # of completed Job Readiness & Financial Literacy Training; • # of interns placed; # of internships completed; • # of interns completing milestones | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Facilitate and monitor completion of student registration including initial interest form, in-take packets and payroll packets. | 10/3/22-11/18/22 | "Enrolled" status on teacher |
| Plan and implement a pre-internship conference for up to 600 interns over 2 days with a focus on soft skills, financial empowerment, and job readiness. | 1/12/23-1/13/23 | Attendance Sign In at Conference |
| Facilitate the placement and support of up to 600 interns utilizing designated job coaches and CTE instructors as key points of contact. | 2/1/23-4/28/23 | Time sheets submitted bi-weekly |

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| Facilitate and monitor the completion of internship milestones by all interns: 1 Goal setting 2 Resume building 3 Mid-point review 4 Career exploration 5 Mock Interview 6 Job searching | 2/1/23-4/28/23 | Documented by Job Coach and CTE Instructor |
| Budget Impact: GOB 1.6 Million, SLATE .8 Million | | |

Academic Office Short-Range Plan

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|---|---|---|
| Academics / CCR | | Program Name: Sown to Grow SEL Program |
| Submitted By: Speed/Bender | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| 75% of SLPS K-12 students will utilize the Sown to Grow platform. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| Sown to Grow is a Social Emotional Learning initiative being rolled out K-12 for the first time in 2022-23. This tool surveys students weekly related to how they are feeling with school/life. Staff monitors the same group and flags students in need with extra supports. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> • Training for all staff was provided and will continue as needed • Work with S2G and SLPS IT on tech integration of rosters • Monitor instrument usage weekly, assisting where growth is needed | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> • Monthly monitoring of the percentage of use • School year percentage of use | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Training for Staff | 8/8/22-10/2/22 | Sown Reports |
| Startup of Platform use | 9/6/22-10/2/22 | Dashboard Reports |
| Regular meetings with Sown re: tech issues such as sign-on and rosters | 8/8/22-5/26/23 | Meeting notes |
| Following up with Sown School Leads on supporting students with resources, next steps and protocols | 9/6/22-12/2/22 | Meeting notes Dashboard |
| Budget Impact: GOB | | |

Academic Office Short-Range Plan

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|---|---|---|
| Academics / CCR | | Program Name: Freshman Success Teams |
| Submitted By: Dr. Beth Bender | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| The goal for the 2022-2023 school year is for the 82% District 9 th graders to complete their 9 th grade year with a 2.0 or higher. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The Freshmen Success Teams at each school utilize best practices related to motivation and incentives to keep their students focused on their learning and achievement. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> • Incentives at grading periods are used to encourage success in academics • Grade period reports are compiled and sent to each team and principal for review and action with their Freshmen Success Team • Patterns in data are examined to determine student, staff or curricular issues • Mentoring training is also available if schools want to use upper-class mentors | | |
| KEY PERFORMANCE INDICATORS | | |
| % of 9 th graders scoring at least a 2.0 or higher each grading period | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Establish FST Teams, plans, budgets and goals | 8/8/22-9/9/22 | Completed plans, goal setting and budgets |
| Monitor grades, GPA's for each school providing data, a meeting and support for each grading period | 9/19/22-6/9/23 | Reports run, meeting agendas, sign ins |
| Each team provides incentive activities and support to 9 th graders | 8/22/22-5/26/23 | Activity records and FST meeting minutes |
| Monitor credits earned at semester grading periods | 1/6/23-6/2/23 | Grade reports |
| Budget Impact: Initiative is funded through St. Louis Public Schools Foundation 30,000 | | |

Academic Office Short-Range Plan

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| Academics/ CCR | | Program Name: Career and Technical Education |
| Submitted By: Tony Maltbia | | Date: September 28, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By the end of the 22-23 school year, The CTE Team will have implemented District CTE Programmatic Data Team Support Model for 100% of CTE Teachers. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The CTE Team has provided consistent curriculum and Industry Recognized Credentials (IRC) and will require each CTE Teacher to provide IRCs for each student that completes a CTE Program. The CTE Team will develop a process to enhance building level Data Team support by taking the building level data teams work and providing a platform for CTE Teachers in the same program, across the district, to collaborate on curriculum scope and sequence work to improve student achievement. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <p>The CTE Team has developed three areas to implement and monitor a consistent programmatic Curriculum to ensure an increase in students taking IRC's.</p> <ul style="list-style-type: none"> • CTE Specialist will be required to provide two CTE Classroom Program Visits. • CTE Program Manager will be required to host 2 Common Criteria Quality Indicator (CCQI) Program Meetings. • CTE Specialist for Curriculum and Data will host monthly CTE District Level Program meetings to monitor curriculum implementation (TBD on Hiring Candidate) | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> • CTE Teachers enrolled into the curriculum and using Pre and Posttests for Units and IRCs, this is a new model to collect baseline data. • CTE Programs are utilizing the online curriculum provided to increase student achievement. • Increase in students taking IRCs, this is a new model to collect baseline data. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Conduct Classroom Observations | October 2022 –May 2023 | CTE Specialist will be required to conduct two Classroom Program visits and provide observations, feedback & monitoring data to CTE Director. |
| Conduct CTE Programmatic Evaluation Meetings using CCQI Rubric to improve Program efficiency | October 2022 – May 2023 | CTE Program Manager will be required to conduct Program Meetings and provide |

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| | | feedback & monitoring data to the CTE Director. |
| Conduct Monthly CTE District Programmatic Curriculum/IRC meetings to enhance building level Data Teams | October 2022/November - May 2023 | The CTE Specialist for Curriculum and Data will be required to conduct monthly Curriculum/IRC support for each CTE Program and provide building-level data Teams support as needed |
| Budget Impact: No additional cost to implement. The CTE Team is absorbing this work as part of their routine duties and responsibilities. | | |

**CULTURE AND CLIMATE
MISSION STATEMENT**

The Culture and Climate Division of the Academic Office will effectively collaborate and review districtwide data and procedures to inform and create a more positive school culture and climate by developing a common language with best practices and interventions that affects and develops a system of excellent schools within Saint Louis Public Schools.

Academic Office Short-Range Plan

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| Professional Development / Culture and Climate | | Program Name: Bullying |
| Submitted By: Casetta Brown | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By June 2023, 90% of SY23 Bullying Events will be accurately reported in SIS for purposes of DESE and OCR compliance as measured by EOY SIS reports and audits. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The Culture and Climate Coordinator will audit SLPS School's SIS records quarterly per SLPS, DESE and the Office of Civil Rights compliance for the purposes of accuracy, transparency, and policy adherence. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> Quarterly SIS Bullying Reports are generated to catch errors and make corrections to consistently remain in compliance per SLPS, DESE and the Office of Civil Rights. Training will be provided to school administrators at the beginning of the school year on the accurate reporting to ensure alignment and compliance. Focus driven support is provided to schools with bullying incidents (as needed) throughout the school year. | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> 90% of SIS Bullying Records are accurate, complete, and in compliance with school and state policies. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Conduct Monthly SIS Audit: 1. Run SIS Bullying Incident Reports 2. Determine accuracy per SLPS Anti-Bullying Policy and definitions, check for the "2-2-10" Anti-Bullying Law Policy compliance; check for Bullying Incident Report Form 3. Email and assist schools with corrections 4. Re-run School's SIS Bullying Incident Reports to ensure accuracy and file | 8/22 – 6/23 | Correction emails sent to school leaders; SIS Audit Records showing corrections took place; Accurate SIS Bullying Incident Records |

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| completion if there has been an instance of bullying. | | |
| Budget Impact: N/A | | |

Academic Office Short-Range Plan

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| Professional Development / Culture and Climate | | Program Name: Culture and Climate Committee |
| Submitted By: Casetta Brown | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By June 2023, the District Culture and Climate Committee will collaborate, review districtwide data and procedures to inform and create a more positive culture and climate across the district, and leverage our district action plan to implement practices, systems and databased decisions across the district as measured by progress on the PBIS District Systems Fidelity Inventory. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The District Culture and Climate Committee is a strategically selected group of SLPS teammates with various roles committee that informs supports and shapes change within schools across the district to promote a more positive school culture and climate for scholars and ultimately, wellness within school-based staff. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> • Meet monthly to will collaborate and review districtwide data and procedures • Create and develop a system of standardized systems, procedures and routines for culture and climate across Saint Louis Public Schools • Review data to make districtwide culture and climate decisions • Engage in district systems analysis using the PBIS District Systems Fidelity Inventory | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> • Practices, systems and data-based decisions will be strategically created and aligned to the District Systems Fidelity Inventory (DSFI) action planning guide/calendar • All committee members will effectively collaborate and contribute with input, ideas and feedback to the meet the DSFI goals and priorities set for the year. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| 1. Attend monthly committee meetings 2. Collaborate and review districtwide data and procedures 3. Inform and create a more positive culture and climate across the district | 9/27/22 – 6/30/23 | Committee agendas; Updated DSFI Action Plan; District Data Analysis |

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| 4. Develop and implement a district action plan | | |
| Budget Impact: N/A | | |

| Academic Office Short-Range Plan | | |
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| Professional Development / Culture and Climate | | Program Name: Partnership Program |
| Submitted By: Casetta Brown | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| <p>By June 2023, 90% of partnership schools will:</p> <ul style="list-style-type: none"> • Have a Tier 1 team in place that collaborates and reviews school wide data and procedures to inform and create a positive school culture and climate as measured by meeting agendas. • Have a Tier 1 school wide action plan that states progress on culture and climate action goals. • Complete and show improvement on the SWPBIS Tiered Fidelity Inventory to implement practices, systems and databased decisions, and will show growth as measured by the Tier 1 school wide action plan. • Show improved academic and behavioral data as measured by second semester districtwide assessment results and decreased incidents on behavioral data reports. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The Culture and Climate Coordinator provides strategic support to all schools directly via school partnerships throughout the school year. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> • Behavioral, data analysis and professional development support and coaching will be provided to schools teams and staff • Strengthen Student Support and Leadership Teams to increase internal expertise within schools via check-ins and meetings using the Tiered Fidelity Inventory (TFI). • Leverage the TFI to set goals and develop an action plan, make databased decisions and offer feedback on behavioral interventions and supports. | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> • Increase in the number of Support Tam in Focus Schools over the number of teams that were created during 21 – 22 • All Focus Schools show an increase in growth on Action Plans, over the % of growth during 21 - 22 | | |
| KEY ACTION STEPS | | |
| <i>Action Steps</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| 1. Attend monthly SST/LT meetings to guide and coaching using the TFI to implement strategies and | 8/22 – 9/23 | Meeting agendas, progress on the TFI and the school action plan; change within schools (behavioral and academic data). |

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| <p>progress on school action plans.</p> <p>2. Facilitate professional development and staff coaching sessions as needed to implement best practices for SLPS schools.</p> | | |
| Budget Impact: N/A | | |

ESOL / BILINGUAL / MIGRANT PROGRAM
MISSION STATEMENT

The mission of the ESOL/Bilingual/Migrant Program is to provide effective and age-appropriate English language instruction (Listening, Speaking, Reading, and Writing), and to support English Language Learners' achievement in all content areas, grades K-12.

The program also strives to involve newcomer parents, educating them in their rights and responsibilities in the American educational system and supporting their roles as parents in a new culture. A highly skilled team of administrators, teachers and bilingual support staff enhance our ability to meet the academic mission and link our diverse communities to schools.

Academic Office Short-Range Plan

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| Academics / ESOL Bilingual Migrant Program | | Program Name: ELL Instruction |
| Submitted By: Dr. Alla Gonzalez Del Castillo | | Date: October 4, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By the end of the 2022-2023 school year, the percentage of ELLs making progress in learning English will increase by 5% and the percentage of ELLs reaching proficiency will increase by 2 %. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The ESOL Office will promote English language learner success in the area of English language development and academic content mastery by providing differentiated instructional support to ESOL teachers and school leaders to facilitate teacher/staff ability to support diverse learning needs of ELLs in order to ensure ELL student success. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| Strategy #1: Instructional Supports for ESOL Center Schools Strategy #2: Instructional Supports for ELLs in non-center Schools Strategy #3: Instructional Supports for Potential ELLs in PreK Strategy #4: ELL Assessment Strategy #5: Seal of Biliteracy and Pathways to Biliteracy | | |
| KEY PERFORMANCE INDICATORS | | |
| Evidence of effort (cause data) <ul style="list-style-type: none"> • # of ESOL walkthroughs • # of ESOL coaching cycles • # of coaching conversations • # of other instructional supports Evidence of impact (effect data) <ul style="list-style-type: none"> • Increase % of ELLs making progress in learning English (ACCESS) • Increase % of ELLs reaching proficiency in English (ACCESS) • Increase % of ELLs showing progress in each language dimension: word, sentence, discourse (ELL Progress Monitoring tasks) | | |
| KEY ACTION STEPS | | |
| <i>An Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Strategy #1: Instructional Supports for ESOL Center Schools | | |
| Support ESOL center schools with identification of ELL students and provide services based on individual language development needs | August-September, ongoing | ESOL teacher schedules will include all services for all ELLs receiving services. |

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| Collaborate with ESOL teachers and school leadership teams at each school to support ELL Plan development and implementation | August-September, ongoing | ESOL coordinator will provide feedback during the development of ELL plan and support implementation throughout the year. |
| Develop and conduct professional development sessions for ESOL teachers, leaders, and school staff working with ELLs (Co-teaching for ELLs, SIOP, district cohort PD, ELL PD on demand) | Ongoing | PPT and/or learning guide for each PD session |
| Provide instructional feedback and coach ESOL teachers in ESOL center schools | Ongoing | ELL Coordinator submits evidence of impact data |
| Establish and maintain communication with principals around ESOL instruction and expectations | Quarterly | Quarterly reports sent out to principals |
| Strategy #2: Instructional Supports for ELLs in non-center Schools | | |
| Identify ELL students in non-center schools and provide services based on individual language development needs | August-September, ongoing | Itinerant teacher schedules will include all services for all ELLs receiving services. |
| Develop resources and provide support to classroom/content teachers in non-center schools | Ongoing | Itinerant teachers will share resources at the beginning of the school year with content teachers of ELLs and collaborate with them throughout the year. |
| Provide instructional feedback and coach ESOL teachers in non-center schools | Ongoing | ELL Coordinator submits evidence of impact data |
| Establish and maintain communication with principals around ESOL instruction and expectations | Beginning of the Year; Quarterly | Principals will receive data slides at the beginning of the year and quarterly thereafter. |
| Strategy #3: Instructional Supports for Potential ELLs in PreK | | |

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| Identify potential ELLs in ESOL center schools | August-September, ongoing | Preschoolers with another language in their background will be screened using the Pre-IPT assessment to determine their English proficiency levels. |
| Provide instructional supports to potential ELLs based on individual language development needs | September-May | Students with lower proficiency levels will receive weekly English language development sessions. |
| Provide resources and supports to PreK teachers with ELLs in their class | September 2022 | A resources binder and a basket with bilingual books will be shared with each PreK classroom with ELLs. |
| Strategy #4: ELL Assessment | | |
| Screen all potential ELLs for ELL identification | Within the first 30 days of school, due September 22 nd , Or, 10 days after enrollment | Eligibility is determined base on WIDA Screener data, scores are submitted to the ESOL Data Specialist, student's ELL status is coded in SIS. |
| Administer ACCESS to all ELLs receiving services | January 9-February 28, 2023 | All ELLs receiving services will participate. |
| Administer and score ELL Progress Monitoring Tasks | Quarterly August 29-September 9, 2022; November 28-December 9, 2022; February 27-March 10, 2023; May 8-May 19, 2023 | ELL Progress Monitoring Data Tracker completion at each school, District ELL Progress Monitoring Data Tracker |
| Monitor and support ESOL teachers with ELL Portfolio | Ongoing | Student portfolios updated quarterly with current ELL Progress Monitoring data. |
| Support ESOL teachers and school staff with using multiple sources of ELL data to ensure ELL services provided match district Lau Plan requirements and support students' language proficiency level. | August-September; ongoing | ELL coordinators will review x-files and teachers' schedules at the beginning of the year and will monitor monthly. |
| Strategy #5: Seal of Biliteracy and Pathways to Biliteracy | | |
| Share requirements and timeline for Seal of Biliteracy and Pathways to Biliteracy applications | October | Information posted on the district website, in newsletters, on Teams |

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| Collaborate with school counselors, ESOL and foreign language teachers to support student participation in Seal of Biliteracy and Pathways to Biliteracy award applications | October-March | Resources are provided to students and staff (application packets, game boards) |
| Review completed game boards/applications, administer assessment/evaluate portfolio for Seal of Biliteracy applicants | March-May | Completed assessments/portfolios, certificates for students |
| Add Seal of Biliteracy to student transcripts in SIS | April-May | Seal of Biliteracy marked in SIS |
| Budget Impact GOB, Title III | | |

Academic Office Short-Range Plan

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| Academics / ESOL Bilingual Migrant Program | Program Name: ELL Parent Engagement |
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| Submitted By: Dr. Alla Gonzalez Del Castillo | Date: October 4, 2022 |
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S.M.A.R.T.I.E. GOAL

By the end of 2022-2023 school year, ELL parents will feel empowered to support their child's learning as evidenced by ELL parent feedback and participation in ELL parent engagement opportunities.

DESCRIPTION OF PROGRAM / INITIATIVE

To ensure ELL student success, it is important to empower ELL parents to partner with SLPS and participate in their child's education. ELL parent engagement includes opportunities to raise parent awareness about the educational system in the US, SLPS schools in particular, and opportunities to engage in shared learning experiences with their child.

STRATEGY TO ACCOMPLISH YOUR TARGET

Strategy #1: ELL Parent Meetings

Strategy #2: ELL Family Events

KEY PERFORMANCE INDICATORS

Increase number of ELL parents participating in ELL parent engagement activities and supports

- # of participants at each ELL parent meetings & event;
- Bilingual Parent Library circulation statistics;
- ELL Media Center usage data.

Parent feedback collected during ELL parent meetings (qualitative data).

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
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| Strategy #1: ELL Parent Meetings | | |
| Identify content for each ELL Parent Meeting | August 22 | Content for each meeting is identified |
| Create a calendar for ELL parent engagement events, share it with ELL parents and district staff | August 22 | ELL Parent Engagement calendar is created to include all parents events for the year |
| Prepare the session in English and share with access team to ensure message consistency | Ongoing | PPT and notes are prepared for each parent meeting |
| Post information about ELL parent meetings on the website, share with ELL | Ongoing | Information is shared on the website, via flyers, in Teams, and via robo calls. |

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| parents via flyers and robo calls | | |
| Collect parent feedback and use it to plan future parent events | Ongoing | Feedback from each session is submitted and reviewed. |
| Track and report on the number of participants | Ongoing | ESOL Office KPIs include ELL parent engagement data for each month |
| Strategy #2: ELL Family Events | | |
| Identify content for each ELL Family Engagement Event (Math Hour, STEM Hour, Bake-a-Book, ESOL College and Career Fair, Create & Tell) | August 22 | Content for each meeting is identified |
| Add family engagement opportunities to the ELL parent engagement calendar | August 22 | ELL Parent Engagement calendar is created to include all parents events for the year |
| Determine the format and prepare parent engagement activities | August 22 | PPT and notes are prepared for each parent meeting |
| Train all staff involved to ensure consistency within all language groups | Ongoing | Training completion |
| Post information about ELL parent engagement events on the website, share with ELL parents via flyers and robo calls | Ongoing | Information is shared on the website, via flyers, in Teams, and via robo calls |
| Collaborate with schools to promote Bilingual Parent Library to increase circulation statistics via parent check outs and library subscription | Ongoing | Information is shared in multiple formats |
| Track and report on the number of participants and bilingual library circulation data | Ongoing | ESOL Office KPIs include ELL parent engagement data for each month |
| Budget Impact: GOB, Title III, Afghan Refugee School Impact Grant | | |

Academic Office Short-Range Plan

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| Academics / ESOL Bilingual Migrant Program | | Program Name: Language Access |
| Submitted By: Dr. Alla Gonzalez Del Castillo | | Date: October 4, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By the end of 2022-2023 school year, each school will demonstrate evidence of meaningful communication with ELL families by properly requesting and utilizing district language access services as evidenced by the number of language access support cases provided. | | |
| DESCRIPTION OF PROGRAM/ INITIATIVE | | |
| School districts have a legal obligation to provide meaningful communication with ELL families. Language access supports (translation & interpretation) facilitate meaningful and effective communication between ELL students/families and district staff. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| Strategy #1: Translation of district documents and forms Strategy #2: Interpretation Strategy #3: Robo Calls Strategy #4: Personalized Phone Calls Strategy #5: ELL Family Directory | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> • # of language access supports (student-initiated, ELL parent-initiated, SLPS staff-initiated); • # of translated district documents; • # of robo calls recorded in multiple languages; • # of cases of telephonic interpretation. | | |
| Key Action Steps | | |
| <i>An Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Strategy #1: Translation of district documents and forms | | |
| Share process for requesting translations with district staff | August 22 - September 16 | The process for requesting translations is posted on the district website, shared in the Academic Office newsletter, and is reviewed at all ESOL center schools during annual language access PD |
| Add translated documents to the district library of translated documents, when applicable | Ongoing | Any new translation that district staff should have access to is added to the district library of translated documents and forms |

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| Review district library of translated documents to ensure all translations represent current document versions, update translations, as needed | August 22 - September 16 | District library of translated documents and forms includes translations relevant to current school year |
| Track and report on the number of documents translated | ongoing (monthly) | ESOL Office KPIs include language access data for each month |
| Strategy #2: Interpretation | | |
| Share process for accessing interpretation supports through the district language access team | August 22 - September 16 | The process for requesting/accessing interpretation support is posted on the district website, shared in the Academic Office newsletter, and is reviewed at all ESOL center schools during annual language access PD |
| Utilize available technology to support interpretation requests: 3-way calls, Teams, Zoom | Ongoing | Interpreters provide language access support using approved district technology platforms. |
| Provide each school with access to telephonic interpretation to be used for languages not available within the district language access team | August 1 - August 22 | Telephonic interpretation code is shared with schools and key district departments that communicate with parents (Technology, Student Support Services, Transportation, ECE, etc.) |
| Provide each school with guidance on proper usage of telephonic interpretation | August 1 - August 22 | Guidance is shared along with the telephonic interpretation code. |
| Monitor the use of telephonic interpretation | ongoing (monthly) | Telephonic interpretation usage is reviewed on a monthly basis and follow up is provided, when needed. |
| Track and report on language access supports provided | ongoing (monthly) | ESOL Office KPIs include language access data for each month |
| Strategy #3: Robo Calls | | |
| Share process for requesting robo calls with district staff | August 22 - September 16 | The process for requesting robo calls is posted on the district website, shared in the |

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| | | Academic Office newsletter, and is reviewed at all ESOL center schools during annual language access PD |
| Train new ESOL staff on robo call recording | August 1 | All language access team members are trained in recording robo calls |
| Track and report on the number of robo calls recorded in multiple languages | ongoing (monthly) | ESOL Office KPIs include language access data for each month |
| Strategy #4: Personalized Phone Calls | | |
| Share process for requesting a personalized phone call | August 22 - September 16 | The process for requesting personalized phone calls is posted on the district website, shared in the Academic Office newsletter, and is reviewed at all ESOL center schools during annual language access PD |
| Ensure follow up to all parties involved | Ongoing | Language access team communicates outcomes/follow up requests to the requestor |
| Track and report on the language access supports provided | ongoing (monthly) | ESOL Office KPIs include language access data for each month |
| Strategy #5: ELL Family Directory | | |
| Share purpose of ELL Family Directory with ESOL teachers and school leaders | August 22 | Information is shared in ESOL Teacher Expectations for Quarter 1 |
| Set parameters and provide examples for ELL Family Directory | August 22 | Information is shared in ESOL Teacher Expectations for Quarter 1 |
| Follow up with ESOL center schools to ensure ELL Family Directories are initiated and are maintained throughout the year | Ongoing | ESOL Coordinators review ELL Family Directories and provide feedback to ESOL teachers |
| Refer school staff to the ELL Family Directory when discussing language access requests | Ongoing | All staff members requesting language access support without knowing which language is needed are |

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| | | referred to the ESOL Family Directory for their site |
| Budget Impact: GOB & Afghan Refugee School Impact Grant | | |

PROFESSIONAL DEVELOPMENT

MISSION STATEMENT

Our mission is to provide a comprehensive, coordinated system of high quality professional learning designed to meet the goal of ensuring that every child, in every classroom, in every school has a highly effective teacher in the Saint Louis Public Schools.

Academic Office Short-Range Plan

Academics / Professional Development

Program Name: Certification Programs for Highly Qualified Staff

Submitted By: Dr. LaTisha Smith

Date: September 22, 2022

S.M.A.R.T.I.E. GOAL

Through the utilization of Certification Programs, the Professional Development Department will increase the number of certified staff across several certification areas by 10% of all newly hired and/or certified teachers employed by the district for the 2022-2023.

DESCRIPTION OF PROGRAM/INITIATIVE

Having highly qualified staff in key positions in the district is critical to ensuring students receive instruction from the most qualified workforce. The Professional Development Department, in partnership with Parsons Blewett, will ensure teachers receive the training and learning necessary to improve their content, pedagogical skills, and certification to be highly qualified teachers.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Each school year a proposal requesting funding will be submitted to Parsons Blewett, and upon approval of the proposals, the following certification program will be available to teachers (pending applicable enrollment):
 - Gifted
 - Montessori
 - Initial TA Certification
 - K-12 Special Reading
- The Professional Development Department will recruit, support, and monitor the participation of teachers within the identified partner universities for the aforementioned programs.

KEY PERFORMANCE INDICATORS

- Increase the numbers of highly qualified teachers in SLPS with a 10% increase in the participation of students in the SLPS Certification Programs.
- Document 100% of the number of staff completing these programs and remaining in (or being hired/placed in) the relevant areas for the certifications earned through these programs.

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|--|---|--|
| Recruit teachers for the current SLPS Certification Programs | January 1, 2022-December 31, 2022 | Recruitment takes place each Fall, for Spring participation, and a rolling Spring acceptance on a case-by-case basis for a summer start. |

| | | |
|--|-----------------------------------|--|
| Get feedback on continuous improvement of partnerships and participation in these programs | January 1, 2022-December 31, 2022 | University survey data collected on course and instructor effectiveness. |
| Explore and expand additional certification programs based on shortages and district hiring needs. | January 1, 2022-December 31, 2022 | Work in tandem with Human Resources to support these pipeline programs available and supported through Academics and Human Resources respectively. |
| Budget Impact: \$465,000+ (costs supported through grants from Parsons Blewett, but must be applied for annually) | | |

Academic Office Short-Range Plan

Academics / Professional Development

Program Name: Cohort Model PD

Submitted By: Dr. LaTisha Smith

Date: September 22, 2022

S.M.A.R.T.I.E. GOAL

Through the utilization of the Cohort Model Professional Development, the department will improve the perception of Professional Development learning with 82% of participants reporting PD as successful/impactful, as measured by submitted PD surveys for the 2022-2023 school year.

DESCRIPTION OF PROGRAM/INITIATIVE

The SLPS Cohort Model PD provides a “comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement. (Killion & Roy, 2010).” It is a PLC-like approach to professional learning where staff select a learning and growth track that supports their learning needs for the academic year.

STRATEGY TO ACCOMPLISH YOUR TARGET

- The Cohort Model PD will provide a whole district approach to- and focus- on professional learning and growth across a variety of topics and interests.
- The Cohort Model PD will provide targeted PD sessions to support/instruct teachers so they can impact student achievement.

KEY PERFORMANCE INDICATORS

- Improve the perception of Professional Development learning with 80% of participants reporting PD as successful/impactful, as measured by submitted PD surveys for the 2022-2023 school year.

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|---|---|---|
| Survey the needs of teachers and leaders in the district | August 2022-March 2023 | Surveys sent via SLPS Info following each Cohort Model PD Day. Documented in Microsoft Forms. Data available upon request and sent out to each department lead following results. |
| Establish measures of success for PD sessions using the Evidence of Impact (EOI) Document | August 2022-May 2023 | EOI Documents are distributed with progress monitoring information collected each Districtwide PD Year. |
| Utilize the EOI document to determine the goals to be continued, altered, and/or eliminated | August 2022-May 2023 | Information from documents (along with other factors) is utilized in determining PD priorities for next year. |

Budget Impact: \$100,000+ (extra service costs)

Academic Office Short-Range Plan

Academics / Professional Development

Program Name: PD Booster Sessions

Submitted By: Dr. LaTisha Smith

Date: September 22, 2022

S.M.A.R.T.I.E. GOAL

Through the utilization of the Professional Development Booster Sessions, the Professional Development department will improve the perception of Professional Development learning with 80% of participants reporting PD as successful/impactful, as measured by submitted PD surveys submitted and completed in Frontline for the 2022-2023 school year.

DESCRIPTION OF PROGRAM / INITIATIVE

Booster sessions will be ongoing professional learning sessions that will often be content/department specific. There will also be specific booster sessions germane to each content area, early childhood, ELL, and SPED (including, but not limited to). The booster sessions will also provide a “comprehensive, sustained, and [comprehensive] approach to improving teachers’ and principals’ effectiveness in raising student achievement. (Killion & Roy, 2010).”

STRATEGY TO ACCOMPLISH YOUR TARGET

- Provide 25% more targeted PD sessions for the 2022-2023 Academic year as compared to the 2021-2022 Academic Year to support/instruct teachers so they can directly impact student achievement.

KEY PERFORMANCE INDICATORS

- Improve the perception of Professional Development learning with 80% of participants reporting PD as successful/impactful, as measured by submitted PD surveys submitted and completed in Frontline for the 2022-2023 school year.

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|---|---|--|
| Survey the needs of teachers and leaders in the district to develop an idea of targeted PD needs. | August 2022-March 2023 | Ongoing survey data collected for all central-office led professional learning is available and includes a question to address staff ongoing needs and suggestions. |
| Plan and implement targeted PD Session to support identified teacher needs. | August 2022-May 2023 | Information from ongoing surveys (along with other factors) are utilized in determining PD priorities for content/booster sessions throughout the year. These sessions are adaptive based on changing needs and interests. |

Budget Impact: \$70,000+ (extra service costs)

SPECIAL EDUCATION MISSION STATEMENT

The St. Louis Public Schools Office of Special Education (OSE) is dedicated and committed to the educational, social, physical, and emotional well-being of students within the St. Louis Public Schools. As a partner in the work in serving students, the OSE provides a continuum of special education services and student support programs, which are aligned with the academic and organizational goals as, outlined in the District's Strategic Plan. As governed by the federal Individuals with Disabilities Education Act (IDEA), Saint Louis Public Schools' Department of Special Education ensures special education services are afforded to students along a continuum of placements to support the diagnosed disability of each student. Further, the Office of Special Education actively adopts the states local compliance plan as needed. Once Missouri eligibility for special education services has been determined through the evaluation process and an educational diagnosis is determined, special education services are provided based on a student's Individualized Education Plan (IEP), developed by the members of their IEP team (Teachers, Specialists, Administrators and Parents) annually. We strive to ensure all students achieve success within the least restrictive environment and that they are prepared for a productive, independent and fulfilling adult life. Goals for our students may include post-secondary education and/or satisfying employment. Overall, as the District's Department of Special Education, our dedication is to provide the best possible instructional services and supports for all students with special needs.

Academic Office Short-Range Plan

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| Academics / Special Education | | Program Name: Compliance (C to B transitions) |
| Submitted By: Candice Boyd | | Date: September 23, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By the end of SY 22/23, the OSE will comply 100% with all corrective actions citations per DESE's self-assessment in the areas of C to B transitions, Initial Evaluation report, Part B file reviews and student file review reports. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| Primary for the Office of Special Education (OSE) continues to be the objective to provide and maintain compliance as outlined in the Missouri's Standards and Indicators manual by honoring all SPED compliance expectations relative to IDEA. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> • Provide ongoing training to Special Education teachers in the cited areas of compliance • Provide professional development to Special Education Admin team to ensure they are knowledgeable of the most recent changes to the standards and indicators manual and those changes are implemented across the district • Special Education admin team will attend and participate with eligibility meetings, RED meetings, and annual IEP meetings in support of ensuring that staff are utilizing best practices for adhering to IDEA compliance | | |
| KEY PERFORMANCE INDICATORS | | |
| 1.) Increase the timely acquisition and delivery of all assessment protocols from vendors for all SPED diagnosticians, by working with purchasing via the use of the preferred vendor program, and tracking requisition lifecycle with the Academics Operations Coordinator. 2.) Increase in the number of evaluations submitted during 2022 -2023 within the DESE's 60-day timeline over the number of evaluations submitted for 2021 – 2022. 3.) Continue efforts towards compliance in implementing DESE's MAP-A process/criteria for school year 2022-2023 given our current challenges with certificated staff. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| The OSE will provide ongoing professional development to our team of psychological examiners/related service providers regarding our 60 day window when responding to a request and any other PD that will enhance their delivery of special education services | <ul style="list-style-type: none"> • August 25, 2022 • September 23, 2022 • October 14, 2022 | CAPs submitted to DESE via their online portal (IMACs) |

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| The OSE will continue to partner with HR to secure examiners to fill new and existing vacancies | August 22 – June 23 | Bi- weekly updates with HR |
| The OSE will continue to partner with local colleges and universities to secure intern examiners/related service providers as means to recruit for the district | August 22 – June 23 | <ul style="list-style-type: none"> Annual Performance reports via our approved MOUs |
| The OSE will purchase testing materials/protocols to address evaluation needs/request for the following program types (K-12, ECSE, and NPAS). | <ul style="list-style-type: none"> October 2022 November 2022 January 2023 | Requisition to Purchase order will reflect 14 days or less |
| Budget Impact: Budget is needed for testing protocols: \$100,000.00- ESSER and Federal grants | | |

Academic Office Short-Range Plan

Academics / Special Education

Program Name: IEP Management

Submitted By: Candice Boyd

Date: September 23, 2022

S.M.A.R.T.I.E. GOAL 2

By the end of SY 22/23, 80% of the integration/mainstreaming of learners with special needs will be placed in their LRE placement- the regular school system/least restrictive environment and eventually in the community through improving student growth in social-emotional learning towards maximization of learning trajectories evidenced in improved student performance in all core academic areas (reading, writing, mathematics) and inclusive of functional – life skills programs.

DESCRIPTION OF PROGRAM / INITIATIVE

SLPS Office of Special Education manages this program which partners/supports all SPED programs/SPED schools towards the active engagement of the implementation of the District's curriculum; modified and adapted as appropriate towards meeting the needs of students with special needs via a dual platform for virtual and in-person learning and for our students accessing Edmentum. (Inclusive of ensuring tools/resources for addressing student dysregulation, functional – life skills curriculum, Reading A-Z and other appropriate special education resource tools.

STRATEGY TO ACCOMPLISH YOUR TARGET

This strategy helps facilitate the SPED process desired growth and development for the school year; serving as the driving force behind professional development focus areas as aligned with District's Transformation Plan and primary focus on reading. As feedback is gleaned coupled with the need to address social-emotional - behaviors and core academic gaps/delays in learning as a department we strive towards continuous improvement in these areas inclusive of learning towards the most appropriate adaptations, modifications and accommodations for student success towards learning targets.

KEY PERFORMANCE INDICATORS

- 1) Increase in the frequency of availability / accessibility of BOE approved curriculum and pacing guides to SPED Teachers. The frequency of the materials will be on the same schedule of the availability / accessibility of curriculum guides and pacing guides to General Education students.
- 2) Increase in the use of data decision making during the PD delivered via cluster meetings for SPED school based and central based staff.

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
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| OSE collaborates continuously with general education towards ensuring all SPED teachers have the | August 2022 – June 2023 | Summative report is generated that is based on collected 22 -23 data. |

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| BOE approved instructional resources. | | The 22 – 23 data will be used to determine if the purchased “research based curriculum” should be continued or discontinued SY 23 – 24. |
| Budget Impact: Budget is needed for specialized curriculum/instructional tools: \$100,000.00-ESSER and Federal grants | | |

AIM FOR FITNESS / HEALTHY SCHOOLS PROGRAM
MISSION STATEMENT

The mission of the SLPS AIM for Fitness, Healthy Schools Program is to empower students and staff to create a healthy school environment. A healthier school environment is developed and sustained through positive change, and by developing policies and practices that improve the overall health and wellness of all students and staff. Our approach is data-driven to deliver equitable, direct services to support a healthy school environment and to build a healthy future for all SLPS students, staff and families. AIM for Fitness because everyone deserves a healthy future.

Academic Office Short-Range Plan

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| Academics / Healthy Schools Initiatives (AIM) | | Program Name: Healthy Schools Movement |
| Submitted By: M. Leanne White | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By the end of the school year, 50% of the SLPS schools will participate in the Healthy Schools Movement Program. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The Wellness Champions will use the data-driven Alliance for a Healthier Generation's 6-Step process to guide the school policies, procedures and practices concerning the health and well-being of students and staff in an effort to create a healthy school environment. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> Wellness Champions receive professional development on the implementation of the Health Schools Movement program. Schools develop a School Health Advisory Committee(SHAC) Wellness Champion and SHAC members complete the School Health Assessment An Action Plan will be created based upon the results of the SHA Wellness Champion and SHAC members collaborate with their BJCSOYD Liaison to find resources Wellness Champion, SHAC members and staffer implement Action Plans and monitor the progress of the interventions Apply for national recognition Celebrate success – school and community events | | |
| KEY PERFORMANCE INDICATORS | | |
| 10% increase in the number of schools participating in the Healthy Schools Program and a 12% increase in schools completing the Healthy Schools/Thrive Assessment and achieving national recognition. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Conduct Professional Development and training sessions about the Alliance for Healthier Generations Program, 6-Step Process and the SLPS Healthy School Movement Guide for 2022. | August 22-September 23 | August PD 2022 – Presentations by the Alliance for HG Missouri Program Manager. September PD 2022 – 2 nd PD session about the Alliance HG Assessment process and the SLPS HSM Guide by AIM Director. |

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| Wellness Champions and SHAC teams complete the School Health Assessment. | September 22-October 22 | Completion of the School Health Assessment on the Alliance Dashboard. |
| Analyze the results of the School Health Assessment. Develop Action Plans and Intervention Programs. | September 22-October 22 | Completion of the Action Plan Goals on the Alliance Dashboard. |
| Find resources for Action Plan items and intervention programs. | October 22– November 22 | Submission of the BJC SOYD Liaison Collaborative resource-planning guide. |
| Implementation of Action Plans and intervention programs. | November 22 – May 23 | Monitor progress of the Action Plan Goals on the Alliance Dashboard. |
| Peer assessment. Re-evaluate and monitor progress to date. | February 23 | PD training with Alliance Professional Development Resources – Peer assessment and program monitoring. |
| Apply for national recognition | March 23 | Complete the America’s Healthiest Schools application process on the Alliance Dashboard. |
| Celebrate successes | November 22 – May 23 | Celebrate success |
| Budget Impact: ESSER or Grant | | |

Academic Office Short-Range Plan

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| Academics / Academics in Movement Initiatives (AIM) | | Program Name: AIM Zones |
| Submitted By: M. Leanne White | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By the end of the school year, 50% of the schools participating in the AIM Zone project will be transformed into full AIM Zone schools. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The Initiative's Director will recruit 5 school principals and Wellness Champions to participate in the AIM Zone project and become an AIM Zone School. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> The Initiative's Director will conduct an recruiting process to recruit 5 schools principals and Wellness Champions AIM Zone Project Professional Development will be delivered to school leaders, teachers and staff. AIM Director and Wellness Champion will conduct the delivery of professional development Schools will develop policies, practices and procedures for all aspects as needed to develop an AIM Zone School. Data collection – sampling of data collection on pre/post AIM Zone equipment, will be conducted by the AIM Director and Wellness Champion. AIM Director, principal and AIC, will conduct analysis of AIM performance data. The Re-evaluation of all policies and procedures to be conducted as needed to regard the continuation of utilizing the AIM Zone equipment in the AIM Zone Schools. | | |
| KEY PERFORMANCE INDICATORS | | |
| An 8% increases in the number of schools that are participating in the AIM Zone project, with 50% of the participating schools to be transformed into an AIM Zone school. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Recruit principals and Wellness Champions to participate in the AIM Zone Project and become AIM Zone Schools | August 22 – November 22 | Recruitment of school leaders and school sites. |
| Conduct Professional Development and training sessions about the AIM Zone Project to school administration, Wellness | August 22-November | Date/time/location of presentation and number of attendees. |

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| Champion and staff members. | | |
| AIM Director locate financial resources for AIM Zone Equipment. | July 22-Ongoing | Completion and submission of grant applications. Request for ESSER III funds. |
| Order, secure and distribute AIM Zone equipment. | October 22 – February 23 | Distribution of equipment to schools. |
| Data collection | October/November 22 and March 23 | Data Collection: Pre/post assessment for number of minutes of physical activity, discipline referrals and time in the classroom. |
| Analyze the results of the data | Mar 22-May 23 | Analyze and review data results with school principal and AIC |
| Share data | May 23 - ongoing | Share data local and state levels. |
| Evaluate and monitor progress to date. | May 23 | Self-assessments and review of program. |
| Apply for national recognition | March 23 | Complete the America's Healthiest Schools application process on the Alliance Dashboard. |
| Budget Impact: ESSER or Grant | | |

GREEN SCHOOLYARD PROJECT

MISSION STATEMENT

The mission of the SLPS Green Schoolyard Project is to transform asphalt-covered schoolyards to a model of Outdoor Learning Environments. These physical changes will be combined with systemic change in District policy, instructional practices, and school and district cultures to provide opportunities for students to learn beyond their classrooms, connect to nature and the outdoors, and improve physical activity, nutrition, and social-emotional learning.

Academic Office Short-Range Plan

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| Academics / Healthy Schools Initiatives (AIM) | | Program Name: Green Schoolyards – Froebel Redevelopment |
| Submitted By: M. Leanne White | | Date: September 30, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| By the end of the school year, 50% of the Green Schoolyards (GSY) Froebel Redevelopment plan will be complete. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The Froebel Redevelopment Plan transforms the asphalt-covered schoolyard through community engagement and participatory planning into a park-like space that improves students' well-being, learning, and play while contributing to the ecological health and resilience of St. Louis. All elements of the Green Schoolyards Project at Froebel will be impacted by the SMARTIE goal. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> • The GSY Director will oversee the advancement of the project. • The GSY Director will continue to work with all team members and partner to advance the project. Team members include SLPS Operations Department, ITTNER, DTLS and MSD. Partners include: TNC and MDC • The GSY Director will facilitate monthly progress meetings with team members and monthly updates for partners. • The Selection Criteria Guide for future Green Schoolyard site selection will be completed, submitted to the Superintendent and Board of Education. • The data from the Selection Criteria Guide will be applied to the future site selection to be included in the new application to the Metropolitan Sewer District. • If determined by the Green Schoolyards Steering Committee that the timing is appropriate, an application for a new Green Schoolyard Project to be submitted to Metropolitan Sewer District. | | |
| KEY PERFORMANCE INDICATORS | | |
| The Green Schoolyard timeline set forth by the Design/Build team ITTNER, will be followed. *See 2022-09-13 Schedule Froebel-SLPS.pdf | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Director will conduct monthly Progress Meetings. | August 22-May 22 | Progress meetings with – Ittner and DTLS teams |
| Director will conduct Green Schoolyards Steering Committee meetings. | August 22-May 22 | GSY Steering Committee meetings – SLPS, TNC and MDC |

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| Action Steps – see Schedule at: 2022-09-13 Schedule Froebel-SLPS.pdf | June 2022 – June 2023 | 2022-09-13 Schedule Froebel-SLPS.pdf |
| Budget Impact: GOB, Grant and Donations | | |

Academic Office Short-Range Plan

Academics / Healthy Schools Initiatives (AIM)

Program Name: Outdoor Learning Spaces & Active Playgrounds

Submitted By: M. Leanne White

Date: September 20, 2022

S.M.A.R.T.I.E. GOAL

The Outdoor Learning Spaces (OLS) & Active Playground (AP) Project will expand the original pilot project and increase the number of schools participating by 50%.

DESCRIPTION OF PROGRAM / INITIATIVE

To pursue a systems approach to developing Outdoor Learning Spaces in elementary schools that can address health and environmental health equity gaps in low-income urban communities, moving from playgrounds as a break from learning to Outdoor Learning Spaces integral to student health and achievement. A primary goal will be developing cost-effective strategies that can connect students with nature in under-resourced urban schools. The project will build on extensive activities in the SLPS Healthy Schools and Green Schoolyards movements and the new Annie O’C. Albrecht Nature Playscape in Forest Park.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Expansion of the pilot project to two additional elementary school sites.
- School selection – review GSY Criteria Guide
- Meet with school leadership and project partners, (BJC SOYD and Forest Park Forever) to develop a timeline for the following project actions:
 1. Built environment components -
 2. Engagement components
 3. Teacher training
 4. Community access
 5. Policy change

KEY PERFORMANCE INDICATORS

The Outdoor Learning Space & Active Playground timeline will be established by project team members and followed.

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|---|---|--|
| The GSY School Criteria Guide will guide director and Operations Department school selection. | November – December 2022 | *Project will begin based upon recipient of ESSER III funds. Review school selections. |
| Director will schedule a meeting with school leadership and project partners. | November- December 2022 | *Project will begin based upon recipient of ESSER III funds. |

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| Project Timeline will be developed by SLPS, school leader and project partners. | December 22 – January 2023 | *Project will begin based upon recipient of ESSER III funds. Project Timeline will be housed on the dashboard @ Basecamp |
| Project Action Steps will begin for all partners. | January 2023 | *Project will begin based upon recipient of ESSER III funds. Project Timeline will be housed on the dashboard @ Basecamp |
| All partners will complete project Action Steps. | June 2023 | *Project will begin based upon recipient of ESSER III funds. Project Timeline will be housed on the dashboard @ Basecamp |
| Budget Impact: ESSER | | |

**SAINT LOUIS PLAN
MISSION STATEMENT**

The St. Louis Plan Department is designed to provide an exceptional sequence of support and professional development for teachers new to the St. Louis Public schools and/or new to the profession of teaching. A peer (Consultant Teacher/Induction Coach) who has been identified as a distinguished teacher provides this support. The goal of this support is to increase the retention of highly qualified effective teachers who will commit to a continuous process of improving the quality of the instruction they provide for the students in the St. Louis Public schools.

Academic Office Short-Range Plan

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| Academics / Saint Louis Plan | | Program Name: Peer Assistance Professional development |
| Submitted By: Dr. Wanda C. Clay | | Date: September 23, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| Increase by 3% the annual retention rate of highly qualified culturally responsive new teachers who demonstrate their commitment to the growth and development of scholars in the St. Louis Public schools as evidence by the continuous achievement of each individual scholar they serve. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| <ul style="list-style-type: none"> The nine consultant teachers and five induction coaches for the Saint Louis Plan will participate in four professional development activities from July 2022 – June 2023. The nine consultant teachers and five Induction coaches will increase their proficiency with coaching, assessing, teaching and providing feedback to new teachers in the Saint. Louis Plan from August 2022 – May 2023 The nine consultant teachers and five induction coaches will reflect on their success in a closure session for the 2022 – 2023 school year. 2 – 5 newly hired Consultant Teachers will receive 30 hours of professional development/training prior to the beginning of the 2023 school year. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| Consultant teachers and induction coaches will receive research based professional development focused on increasing their effectiveness with coaching, assessing, and providing instructional feedback to new teachers. | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> 85% of the 110 - 150 new teachers in the Saint Plan will be receive a satisfactory on the four standards of practice required for retention with the Saint Louis Public Schools. 95 – 100% of the 110 – 150 new teachers in the Saint Louis Plan will improve their planning and delivery of effective instruction for the students in the Saint Louis Public schools. 85% of the new teachers in the St. Louis Plan will have improvement shown in their students’ knowledge and understanding of the content and processes taught by new teachers in the Saint Louis Public Schools. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| 9 consultant teachers and 5 induction coaches will participate in minimum of 80 hours of professional development training provided by the Coordinator | August 2022 – June 2023 | Agendas will be created for all 80 hours of professional development designed and delivered to the 14 Peer Assistants in the STL Plan |

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| of the Saint Louis Plan. This professional development will be anchored by an ASCD institutional membership providing member books, journals and discounts on conferences and additional instructional resources. | | during the 2022-2023 School year. |
| 9 Consultant teachers, 5 Induction Coaches, and the Coordinator will attend the 2023 AFT conference in Washington, DC. The consultants and induction coaches will attend a variety of sessions to increase their knowledge and skills in teaching, coaching and classroom leadership. | July 2023 | At the conclusion of the 2023 AFT national conference, the STL Peer assistants and the Coordinator will draft a plan to share the content of the convention with other educators in the St. Louis Public schools. |
| 2- 5 new consultants will attend the initial 8 sessions of training in Cognitive Coaching® during the 2022 – 2023 School year. The remaining 4 – 7 consultants and 5 induction coaches will attend 3 – 4 booster sessions to support their continuous development of coaching skills. (Note: This training will be made available to lead mentors, AIC and other teacher leaders.) | December 2023 – May 2023 | All participants will receive certification as Cognitive coaches in May 2023. |
| 9 consultant teachers and 5 induction coaches will participate in an 8 – 10 hour planning and reflection institute to increase their capacity as coaches and collaborators. | October – December 2022 | At the end of the 1 st semester, the Peer Assistants of the STL plan will complete an 8-hour course of study around the concept of visible learning connected to the Summer Learning conference. The outcome of this course will be to develop targeted |

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| | | professional development to deliver in the 2 nd semester to new teachers in the St. Louis Plan. |
| The 9 consultant teachers and 5 induction coaches will assess the success of the 2022 - 2023 school year and draft a plan for improving their work in the 2023– 2024 school year. | May 2023 | At the end of the 2022-2023 School year, the Peer Assistants of the STL plan will complete an analysis of the data from the year and draft recommendations to be considered for improving the support to be provided to new teachers in the 2023-2024 school year |
| 2 current Consultant Teachers will revise and deliver a 30-hour professional development training session during the months of June 2023 for 2 – 5 newly hired Consultant Teachers. | June 2023 | After completing a 30 hour training sessions, two – five teachers hired as consultant teachers for the 2023-2024 school year provide their first small group professional development to new teachers in the St. Louis public schools in August 2023. |
| Budget Impact: (Grant – Parsons Blewett) - \$40,000 | | |

Academic Office Short-Range Plan

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| Academics / Saint Louis Plan | | Program Name: Peer Assistance and Review |
| Submitted By: Dr. Wanda C. Clay | | Date: September 23, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| Increase by 3% the annual retention rate of highly qualified culturally responsive new teachers who demonstrate their commitment to the growth and development of scholars in the St. Louis Public schools as evidence by the continuous achievement of each individual scholar they serve. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| 9 Consultant teachers and 5 Induction Coaches (St. Louis Plan Peer Assistants) will provide individual professional development to new teachers in the St. Louis Public schools. Each Consultant teacher will support 10 new teachers without prior public school experience. Each Induction Coach will support 10 - 12 new teachers with experience across 3 tiers of support. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| The Peer Assistants (Consultant Teachers and Induction Coaches) will provide 12 – 18 months of intensive individual professional development designed to improve the performance of selected teachers new to the St. Louis Public schools on their required standards of professional practice. | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> 85% of the 110 - 150 new teachers in the Saint Plan will be receive a satisfactory on the four standards of practice required for retention with the Saint Louis Public Schools. 95 – 100 % of the 110 – 150 new teachers in the Saint Louis Plan will improve their planning and delivery of effective instruction for the students in the Saint Louis Public schools. 85% of the new teachers in the St. Louis Plan will have improvement shown in their students' knowledge and understanding of the content and processes taught by new teachers in the Saint Louis Public Schools. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Activity A: 9 consultant teachers will collect and assess new teacher instructional data a minimum of 3000 hours. | August 2022 – May 2023). | The Coordinator of the St. Louis Plan will individually review all artifacts this collection and assessment of data on a monthly basis. |
| Activity B: 9 consultant teachers will spend a minimum of 4000 hours researching, planning, preparing, and providing written feedback for | (August 2022 – May 2023). | The Coordinator of the St. Louis Plan will individually review all written data provided to the new teachers in the STL Plan on a monthly basis. |

| | | |
|---|---------------------------|---|
| instructional improvement for new teachers in the Saint Louis Public Schools | | |
| <p>Induction Coaches: <u>Tier 1 Support Process:</u> <u>Teachers selected in advance</u></p> <ul style="list-style-type: none"> In weeks 1-3, the initial support for all new teachers with less than 2 years of experience will begin. That support will consist of conferences, informal observations, and coaching cycles. | (August 2022 – May 2023). | The Coordinator of the St. Louis Plan will assign all teachers new to the SLPS with less than 2 years of experience to an Induction Coach by the end of the week of school. |
| <p><u>Tier 2 Support Process:</u> <u>Teachers selected by request/ recommendation</u></p> <ul style="list-style-type: none"> Beginning in week six requests will be submitted by principals and AICs and will be reviewed for assistance by Induction Coaches. Each Induction Coach can provide intensive individual support (IIS) to a maximum of 12 teachers in Tiers 1 and 2. | October 2022 – May 2023 | Beginning in week 6 and continuing throughout the 2022-23 school year, the Coordinator of the St. Louis Plan will assign all teachers new to the SLPS referred for support to an Induction Coach. Referred teachers who require intense support will be assigned an Induction Coach for a minimum of 1 semester and a maximum of 2 semesters. |
| <p><u>Tier 3 Support Process: Small group professional development</u></p> <ul style="list-style-type: none"> All teachers new to the SLPS in the Induction Coaching Cohort schools will be eligible for the | October 2022 – May 2023 | All new teachers in the Induction pathway for the STL plan and teachers recommended by principals will participate in at least 2 of the 4 small group professional development sessions during the 2022 – 2023 school year. |

| | | |
|---|--|--|
| <p>small group professional development provided by an Induction Coach.</p> <ul style="list-style-type: none"> • The Induction Coach based on the needs of the teachers and supported with observation and feedback from school leaders will determine the selection of content. • School leaders will be encouraged to recommend support to any new teacher who might benefit from the content provided. | | |
| <p>Budget Impact: (Direct cost- GOB; and Parsons Blewett - Grant) \$ 1,600,000.00 (9 Consultant teachers; 5 Induction Coaches; 1 Coordinator; 1 Operations Manager)</p> | | |

Academic Office Short-Range Plan

| | | |
|---|---|--|
| Academics / Saint Louis Plan | | Program Name: New Teacher Whole Group Professional development |
| Submitted By: Dr. Wanda C. Clay | | Date: September 23, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| Increase by 3% the annual retention rate of highly qualified culturally responsive new teachers who demonstrate their commitment to the growth and development of scholars in the St. Louis Public schools as evidence by the continuous achievement of each individual scholar they serve. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| Consultant Teachers and Induction Coaches (Peer Assistants) will provide a variety of whole group professional development opportunities to all teachers new to the St. Louis public schools centered on performance-based teaching standards and the necessity of creating a positive classroom culture for learning. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <p>The Peer Assistants in the St. Louis Plan will provide new teachers with professional development focused on learning opportunities to:</p> <ul style="list-style-type: none"> • Increase instructional effectiveness • cultivate the skill of accurate reflection for instructional improvement • strengthen their capacity for teacher leadership | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> • 85% of the 110 - 150 new teachers in the Saint Plan will be receive a satisfactory on the four standards of practice required for retention with the Saint Louis Public Schools. • 95 – 100 % of the 110 – 150 new teachers in the Saint Louis Plan will improve their planning and delivery of effective instruction for the students in the Saint Louis Public schools. • 85% of the new teachers in the St. Louis Plan will have improvement shown in their students’ knowledge and understanding of the content and processes taught by new teachers in the Saint Louis Public Schools. | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| 9 consultant teachers and 5 induction coaches will design and deliver 3 days (15 hours) of professional development for all teachers new to the SLPS. (NTO) | August 2022 | At the completion of the New Teacher Orientation in August 2022, all new teachers attending will be able to articulate and follow the standards of performance outlined in the SLPS performance based teacher evaluation system. |

| | | |
|--|-------------------------|---|
| 9 Consultant teachers and 5 Induction coaches will design and deliver 5 sessions (27 hours) of professional development for all new teachers in the St. Louis Plan from. (NTA) | August 2022- March 2023 | At the completion of the New Teacher Academy conduct for all new teachers in the STL Plan from August 2022 – February 2023, in August 2022, will be able to implement the standards of performance outlined in the SLPS performance based teacher evaluation system with a basic to proficient assessment rating. |
| 1 Consultant Teachers and 5 Induction coaches will design and deliver 2hours of professional development in May 2023 to all interns who successfully complete the St. Louis Plan. (Transition Professional development) | May 2023 | At the completion of the transition professional development in May 2023 all 2022-2023 graduating STL Plan interns, who attend will be able to describe and avoid the pitfalls of probationary teachers and the next steps for obtaining a Career Professional Certificate from the State of MO. |
| 9 Consultant Teachers and 5 Induction Coaches will design professional development booster sessions for the teachers in the St. Louis Plan. The content of those sessions may include the following topics: Distance Learning, Blended Learning, Visible Learning Strategies, Learning Targets, and Trauma Informed Instructional Practices.(Booster Sessions) | August 2022– May 2023 | At the completion of the booster sessions designed to address performance deficiencies, all new teachers attending these sessions will show improvement on the criteria identified as deficit by their school leader or peer assistant. (consultant teacher or induction coach) |
| Budget Impact: \$ 40,000. | | |

Academic Office Short-Range Plan

| | | |
|---|---|---|
| Academics / Saint Louis Plan | | Program Name: Leadership and Support |
| Submitted By: Dr. Wanda C. Clay | | Date: September 23, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| Increase by 3% the annual retention rate of highly qualified culturally responsive new teachers who demonstrate their commitment to the growth and development of scholars in the St. Louis Public schools as evidence by the continuous achievement of each individual scholar they serve. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| Consultant teachers, Induction Coaches and Former Consultant teaches will work to: <ul style="list-style-type: none"> • Expand the concept of teacher leadership roles in the Saint Louis Public Schools • Increase the pool of teacher leaders who will collaborate with leadership teams at the school sites. • Increase the pool of teacher leaders who will serve in instructional roles at the district level. • Increase the pool of master teachers for the St. Louis Plan. • Increase the pool of teacher leaders serving student needs in the community. • Increase the pool of teachers by identifying talent in the substitution pool. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| The St. Louis Plan will identify and train talented teachers to serve in leadership positions with the St. Louis Public Schools. The St. Louis Plan will design training for substitute teachers that will increase their knowledge and skills of instructional practice as well as highlight individuals who have the aptitude and desire to continue on a grow your own teaching track. | | |
| KEY PERFORMANCE INDICATORS | | |
| <ul style="list-style-type: none"> • 85% of the 110 - 150 new teachers in the Saint Plan will be receive a satisfactory on the four standards of practice required for retention with the Saint Louis Public Schools. • 95 – 100 % of the 110 – 150 new teachers in the Saint Louis Plan will improve their planning and delivery of effective instruction for the students in the Saint Louis Public schools. • 85% of the new teachers in the St. Louis Plan will have improvement shown in their students’ knowledge and understanding of the content and processes taught by new teachers in the Saint Louis Public Schools. | | |
| KEY ACTION STEPS | | |
| <i>An Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Cognitive Coaching training will be provided for 5 new Consultant Teachers, 5 new Lead mentors, all new AICs at the middle and secondary level, and select AIC’s at the | December 2022 – May 2023 | All participants will receive certification as Cognitive coaches in May 2023. |

| | | |
|--|--------------------------------|---|
| <p>elementary level. 12 Consultant teachers and 2 induction coaches will participate in 3 – 4 Cognitive Coaching booster sessions during the 2022-2023 School year. (NO COST: Covered in another program)</p> | | |
| <p>4 Consultant Teachers 4 Induction Coaches, the Coordinator of the St. Louis Plan, the Director of Professional Development, Professional Development and Research Data Specialist, a representative for Academic Coaches and 8 Lead Mentors will develop and implement a yearlong training process for 200 mentor teachers in the St. Louis Public Schools. The mentors will meet 4 times from August 2023 – May 2023. (Cost for STL Plan: Parsons Blewett)</p> | <p>October 2022 – May 2023</p> | <p>All 1st and 2nd year mentors in the St. Louis Public schools will complete a minimum of 6 hours of professional development training provided by the 2022-2023 Mentor training Cohort.</p> |
| <p>The St. Louis Plan will partner with the Professional Development Division of the Academic office to provide professional development around the concept of Action Research to Improve Instruction This professional development will be provided to selected proficient or distinguished veteran teachers and selected St. Louis Plan teachers in their 1st, 2nd, or 3rd year of teaching in the St.</p> | <p>October 2022 – May 2023</p> | <p>At least 4 groups will meet to design and implement research related to improved classroom instruction and/or improvement to school practices.</p> |

| | | |
|---|-------------------------|---|
| Louis Public Schools. The selected teachers will meet with a small cohort and Consultant Teacher or Induction Coach once per month for 8 months of the beginning August 2022 and concluding in May 2023 school year. (Cost: Parsons Blewett) | | |
| The St. Louis Plan (8 – 12 Former Consultant Teachers) will partner with the Human Resources Division Former to design and deliver 18 -24 hours of professional development to the substitute teachers serving in the St. Louis public schools. This instruction is designed to increase the substitute's professionalism and to support a seamless transition from classroom teacher to substitute when regular classroom teachers are absent. (NO COST – Covered by Human Resources) | October 2022 – May 2023 | At the end of the 2022-2023 school year, all Substitute Teachers in the SLPS will have attended a minimum of 18 hours of professional development provided by former Consultant teachers. |
| Budget Impact: Parsons Blewett: \$15,000, Human Resources: \$60,000 | | |

**EARLY CHILDHOOD EDUCATION
MISSION STATEMENT**

Through the strategic development of academic and social skills, the Early Childhood Education Department prepares pre-kindergarten students for a successful educational career.

Academic Office Short-Range Plan

Academics / Early Childhood Education

Program Name: Assessments

Submitted By: Dr. Samantha March

Date: September 20, 2022

S.M.A.R.T.I.E. GOAL

By the end of the 22-23 school year 100% of pre-k students will be assessed through the DRDP Assessment in the Fall and Spring.

DESCRIPTION OF PROGRAM / INITIATIVE

The DRDP Assessment Tool is designed for teachers to observe, document, and reflect on the learning, development, and progress of children. The assessment results are intended to be used by the teacher to plan curriculum for individual children and groups of children and to guide continuous program improvement." The SLPS District uses this tool as the kindergarten readiness indicator for the Pre-Kindergarten Program

STRATEGY TO ACCOMPLISH YOUR TARGET

- Administer DRDP Assessment to all pre – K students during the Spring and Fall rating periods for baseline and post data
 - Conduct the DRDP Assessment during the Spring and Fall rating periods for baseline and post data
 - Collect and analyze all baseline and post data

KEY PERFORMANCE INDICATORS

Effectiveness:

- 85% of pre-k general education students will be determined kindergarten ready, as represented as an increase over the SY 21 -22 readiness numbers

KEY ACTION STEPS

| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
|---|---|--|
| Obtain vendor contract | SY 21-22 | Fully executed contract |
| Set Fall and Spring testing windows | January 2022-July 2022 | Established testing windows documented in the district wide Assessment calendar |
| Implementation of the DRDP during the Fall and Spring testing windows | August 2022-May 2023 | Completion of the DRDP Assessment for each student in the Pre-Kindergarten Program |

Budget:

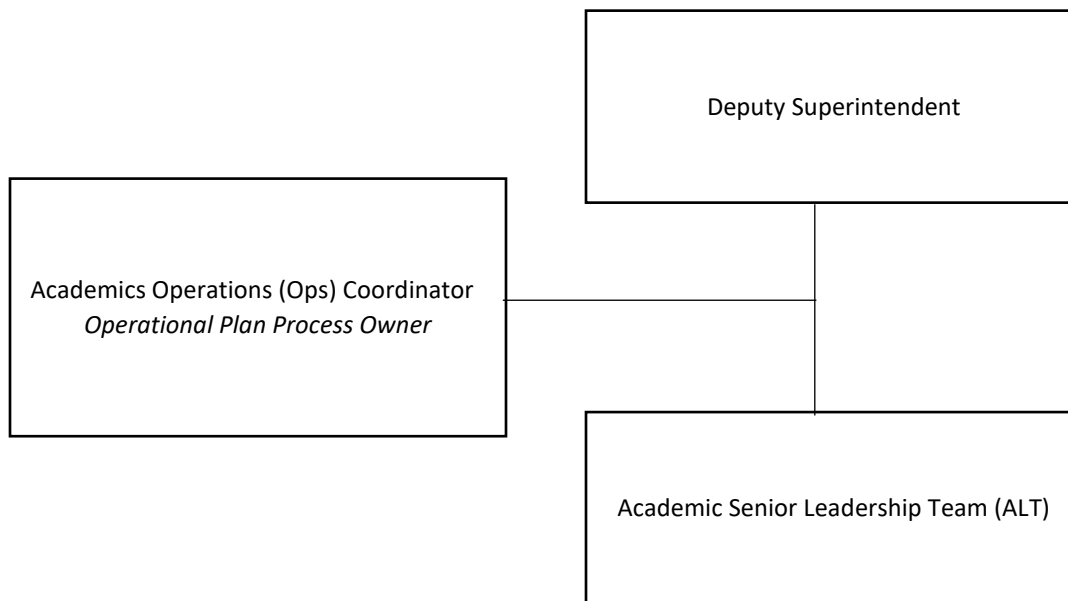
Academic Office Short-Range Plan

| | | |
|--|---|--|
| Academics / Early Childhood Education | | Program Name: Professional Development |
| Submitted By: Dr. Samantha March | | Date: September 20, 2022 |
| S.M.A.R.T.I.E. GOAL | | |
| To provide 100% of Early Childhood Educators in the Pre-Kindergarten Program professional development learning experiences that are researched based and significant for a total of 27 hours throughout the 2022-2023 school year. | | |
| DESCRIPTION OF PROGRAM / INITIATIVE | | |
| The ECE Office will recalibrate the pre-kindergarten program by providing educators with foundational training on best practices and pedagogy through a comprehensive professional development series. | | |
| STRATEGY TO ACCOMPLISH YOUR TARGET | | |
| <ul style="list-style-type: none"> • Create and implement an Early Childhood Education professional development series for pre-k educators in alignment to instructional practices and needs. <ol style="list-style-type: none"> 1. Implement one cohort for Teachers 2. Implement one cohort for Teacher Assistants | | |
| KEY PERFORMANCE INDICATORS | | |
| Effectiveness: <ul style="list-style-type: none"> • 100% of Pre-k Educators will be registered for the cohort applicable to their position • There will be at 80% attendance at district professional development sessions • At least 75% of pre-k educators will have learned a new strategy or intervention | | |
| KEY ACTION STEPS | | |
| <i>Action Step</i> | <i>Start / Stop Dates for Action Step</i> | <i>Evidence of Completion</i> |
| Assess the professional needs of educators using administrator feedback, teacher input, learning walk data and professional research | SY 21-22 | Data collection Synthesis of data Analysis report |
| Design Professional development content significant to position | January 2022-July 2022 | Creation of professional development plan Approval of plan from Director of Professional Development and Deputy Superintendent of Academics |
| Implementation 27 hours of professional development sessions | August 2022-May 2023 | Providing professional development sessions to Pre-K Educators for 6-hour PD sessions on August 10-13 and |

| | | |
|----------------|--|--|
| | | 3-hour PD sessions on September 23, October 14 and February 17 |
| BUDGET: | | |

APPENDIX

OPERATIONAL PLAN MANAGEMENT FRAMEWORK



| RESPONSIBILITY MATRIX | |
|----------------------------------|--|
| Role | Responsibility |
| Deputy Superintendent | <ul style="list-style-type: none"> Action Steps / KPI's Discussions during regular schedule Monthly One to Ones meetings |
| Academics Operations Coordinator | <ul style="list-style-type: none"> Strategic Gap Analysis monthly / bi-monthly meetings with short-range plan owners Facilitate Quarterly Action Steps / KPI's Status Report |
| Academic Senior Leadership | <ul style="list-style-type: none"> Provide updates to Deputy Supt during Monthly One to Ones meetings |

| TOOLS | |
|--------------------------|----------------------------------|
| Role | Responsibility |
| Operation Plan | Academics Operations Coordinator |
| Short Range Plans | Academics Leadership Team (ALT) |
| Strategic Gap Analysis | ALT / Academics Ops Coordinator |
| Operational Plan Tracker | ALT / Academics Ops Coordinator |

| | |
|---|---------------------------------|
| CAO – P008 Operational Plan Development Procedure | Academics Leadership Team (ALT) |
| CAO – W001 Short Range Plan Work Instruction | ALT / Academics Ops Coordinator |

SECTIONS

- **How to use the tools**

- Operational Plan
 - To provide a clear picture of tasks and the owners for supporting the achievement of Pillars and S.M.A.R.T.I.E. goals.
 - To provide process monitoring tools that can be replicated in use by departments in the district in support of facilitating coherence to ensure accountability in the management / progress monitoring of Transformation Plan 4.0 Short Range Plans
- Strategic Gap Analysis
 - To assess the current state of the strategic progress toward the SMARTIE Goal, where you aspire to be, and how to bridge the gap between. The analysis is primarily used to identify specific internal deficiencies.
 - The analysis will be conducted on a Monthly or Bi-Monthly basis between the Academic Operations Coordinator and Short-Range Plan Owner
- Operational Plan Tracker
 - Establishes the Programs KPIs, action steps (start / finish dates), and evidence of completion enables you to progress monitor the KPI's and Action steps via the Operational Key Performance Indicator Progress Monitoring Tool.
- CAO – P008 Operational Plan Development Procedure
 - Provides a step by step guide to the process of developing an Operational Plan
- CAO – W001 Short Range Plan Work Instruction
 - Provides the step by step instructions for writing an Short Range Plan

- **Accountability / Progress Monitoring Meetings**
 - Monthly One to One Meetings with Deputy Superintendent
 - Deputy Superintendent
 - Individual Academic Leadership Team Members
 - *Purpose of the meeting*
 - Leaders will discuss Action Steps and KPI status with the Deputy during their scheduled one to one monthly meetings.
- Strategic Gap Analysis with Owners
 - Academic Operations Coordinator
 - Academic Leadership Team Members
- *Purpose of the meeting*
 - To ascertain if there are any issues with implementing the strategy
 - To ascertain if there are any issues with the metrics and progress towards attainment of targets
 - To ascertain if there are any issues with the completion of action steps
 - Is the Strategy, metrics and Action Steps still valid?
 - If not, identify how to modify it to make it current, if needed
 - If there is an significant change, document it, and prepare for recommendation of removal
 - To provide and assist in the use of any needed process / project management tools
- Facilitate Quarterly Action Steps / KPI's Status Report
 - Academic Operations Coordinator
 - Academic Leadership Team Members
 - Deputy Superintendent
- *Purpose of the meeting*

- To share out the results of the Operational Tracker reports with the full Academic Leadership Team during the applicable quarterly meeting

STRATEGIC GAP ANALYSIS TEMPLATE

| STRATEGIC GAP ANALYSIS TEMPLATE | |
|---|---|
| SMARTIE GOAL | Enter your SMARTIE Goal |
| STRATEGY How you will get there | Enter you Strategy Statement |
| ACTION STEPS Steps to achieve your Goal | Enter your Action Step(s) |
| BENCHMARKS Measurements towards progress | Enter your metric used to track progress |
| CURRENT STATE Where are you now? | Are you still in alignment with your goal? If not, what corrective actions are proposed and implemented? |
| <p><i>The "Strategic Gap Analysis" is used to assess the current state of the strategic progress toward the SMARTIE Goal, where you aspire to be, and how to bridge the gap between. It is primarily used to identify specific internal deficiencies.</i></p> | |
| <p><i>The Strategic Gap Analysis will be conducted on a Monthly or Bi-Monthly basis between the Academic Operations Coordinator and Short-Range Plan Owner.</i></p> | |

NEXT PAGE

OPERATIONAL PLAN TRACKER

| | | | | | | | | |
|---------|---------------------------------------|--|-------------------------|--|------------------------|-----------------------------------|--------------------------------|-------|
| | Program Name | Operational Plan KPI Progress Monitoring Tracker | | | | | | |
| | Owner | | | | | | | |
| | Date | | | | | | | |
| | | | | | | | | |
| KPI No. | Key Performance Indicator Description | KPI Progress Monitoring Status (Drop down menu) | Action Step Description | Action Step Completion Status (Drop down Menu) | Action Step Start Date | Action Step Projected Finish Date | Action Step Actual Finish Date | Notes |
| 1 | | 0% | | "1" | | | | |
| | | | | | | | | |
| 2 | | 0% | | "1" | | | | |
| | | | | | | | | |
| 3 | | 0% | | "1" | | | | |
| | | | | | | | | |
| 4 | | 0% | | "1" | | | | |
| | | | | | | | | |
| 5 | | 0% | | "1" | | | | |
| | | | | | | | | |

| Likert Scale for Monitoring KPI Attainment |
|--|
| "100%" attainment of satisfying your established KPI |
| "75%" attainment toward satisfying your established KPI |
| "25%" attainment toward satisfying your established KPI |
| "10%" attainment toward satisfying your established KPI |
| "0%" Action Step related activities are not scheduled to start as of the date of this report |

| Likert Scale for Monitoring Action Step Progress |
|--|
| "5" The Action Step is completed, and completion evidence is available |
| "4" The Action Step has been implemented, and progress is ahead of schedule |
| "3" The Action Step has been implemented, and progressing along on schedule |
| "2" The Action Step is being implemented, however, there is a challenge that need to be addressed and resolved, if the Action Step is to be completed as scheduled |
| "1" This Action Step is not scheduled to start as of the date of this report |

NEXT PAGE

TEMPLATE FOR DESIGNING KEY PERFORMANCE INDICATORS

TEMPLATE FOR DESIGNING KEY PERFORMANCE INDICATORS

This Template was designed by Bernard Marr & CO.

A common question: Are not benchmarks and KPIs the same thing? The answer is simple: They are not. Benchmarks are reference points to compare your performance with that of others. KPIs help you chart your progress against your company’s strategic goals. However, let us look into this in a bit more detail.

What is a Benchmark?

When you compare your performance or processes with other entities including competitors, other companies or industry best practices, it is called benchmarking. Therefore, a benchmark is a reference point that allows you to compare your own levels of performance with the performance levels of others.

What is a Key Performance Indicator

While a benchmark has a company comparing its processes, products and operations with other entities, a key performance indicator (KPI) measures how well an individual, business unit, project and company performs against their strategic goals.

| STRATEGIC GOAL: | KPI 1 | KPI 2 |
|---|-------------|-------------|
| <div>Name the Strategic Objective, (from the strategic plan) which is being assessed with this indicator.</div> | <div></div> | <div></div> |

It is always best to specify to which strategic objective the KPI relates, so that everyone looking at the KPI immediately appreciates its relevance.

| AUDIENCE / ACCESS | KPI 1 | KPI 2 |
|--|-------------|-------------|
| <div>Name the key audience for this indicator and clarify who will have access rights to it.</div> | <div></div> | <div></div> |

Here you define the primary audience for this KPI - basically, whom this data is for and who will have access rights.

| Key Performance Questions (KPG) | KPI 1 | KPI 2 |
|---|-------|-------|
| Name the performance question(s) this indicator is helping to answer. | | |

State the performance question (KPG) that the indicator is helping you to answer. This helps to provide context around why this particular KPI is being Introduced and on which specific issue it is going to shed light.

| How will and won't this indicator be used | KPI 1 | KPI 2 |
|--|-------|-------|
| Describe how the insights this indicator generates will be used and outline how this indicator will not be used. | | |

Specify how the KPI will be used so that everyone is clear about how you plan to use the information. Also, define how the KPI will not be used. Sometimes, people are scared to report measures because they fear negative results could be used against them. Here you can say that the KPI will not be used to determine the performance of individuals and will not be linked to bonus payments.

| Indicator Name | KPI 1 | KPI 2 |
|------------------------------|-------|-------|
| Pick a short indicator name. | | |

Every KPI needs a name so that you can discuss it collectively. Choose a name that clearly explains what the purpose of the indicator.

| Data Collection Method | KPI 1 | KPI 2 |
|---|-------|-------|
| <div>Describe how the data will be collected.</div> | | |

Identify and describe the data collection method you are going to use for each KPI. Data Collection methods can be include surveys, questionnaires, interviews, sensor data collection, focus groups, automated machine data collection as well as collection of archival data.

| Assessment / formula / scale criteria | KPI 1 | KPI 2 |
|--|-------|-------|
| <div>Describe how performance levels will be determined.</div> | | |

Describe how performance levels will be determined. This can be qualitative, in which case the assessment criteria need to be identified, or it can be numerical or using a scale, in which case the formula or scales with categories need to be identified.

| Targets and Performance Thresholds | KPI 1 | KPI 2 |
|---|-------|-------|
| <div>Identification of targets or benchmarks.</div> | | |

Identify your targets, benchmarks, or thresholds.

| Source of data | KPI 1 | KPI 2 |
|--|-------|-------|
| <div>Describe where the data will come from.</div> | | |

Specify where the data is coming from so that people using the KPI can be assured of its reliability and validity.

| Data collection frequency | KPI 1 | KPI 2 |
|--|-------|-------|
| <div>Describe how frequently this indicator will be reported to the different audiences.</div> | | |

State how often the data for the KPI will be collected and coordinate the collection dates accordingly. Some KPIs require data to be collected continuously. Others specify hourly, daily, monthly, quarterly, or annual collection. Make sure your schedule allows enough time to collect the data, chase people where necessary, analyze it, aggregate it, solve any issues and deliver the report while still ensuring the data it contains is as recent as possible.

| Reporting Frequency | KPI 1 | KPI 2 |
|---|-------|-------|
| <div>Outline how frequently this indicator will be reported to the different audiences (if applicable).</div> | | |

Specify when and how often the data for the KPI will be reported. It makes sense to coordinate the data collection and reporting frequency to ensure the data you are reporting is as current and up-to-date as possible. You do not want to end up in a situation where the data is collected in January and reported at the end of the year.

| Data Entry | KPI 1 | KPI 2 |
|--|-------|-------|
| <div>Name the person or role responsible for collecting and updating the data.</div> | | |

Specify the individual or job title of the person responsible for the data collection and data updates. The owner of the KPI can be a named employee or business function, or sometimes, an external agency.

| Expiry / Revision Date | KPI 1 | KPI 2 |
|--|-------|-------|
| <div>Identify the date until this indicator will be valid to or when it will have to be revised.</div> | | |

Identify an expiry date or revision date. KPIs are sometimes only needed for a specific period and without an expiry or review date, these KPIs can continue indefinitely, causing unnecessary work. Even if indicators are not time - or project - specific they should be assigned a review date to ensure they remain relevant and useful.

VALIDATE YOUR KPI

How much will it cost?

Estimate the costs incurred by introducing and maintaining this indicator.

KPI 1

KPI 2

Measurement and data collection can be expensive. It is important to estimate the costs for collecting and monitoring an indicator and evaluate whether the costs are justified.

How complete is this indicator?

Briefly assess how well this indicator is helping to answer the associated key performance question and identify possible limitations.

KPI 1

KPI 2

Briefly assess how well this indicator is helping to answer the associated key performance question and identify possible limitations.

Possible unintended consequences

Briefly describe how this indicator could influence the wrong behaviors or how people could cheat on this KPI.

KPI 1

KPI 2

Outcomes Approach Program Logic Model Template

Outcomes Approach Program Logic Model Template

The Outcomes Approach Program Logic Model is a tool to assist the Academic Directors in the early stages of their program planning (*pre- short range plan development*) in support of identifying the connection of their resources and activities with the desired results in an their effective programs.

Example of a Simple Outcomes Approach Program Logic Model:

ACADEMIC OFFICE OPERATIONS FISCAL MANAGEMENT PROGRAM

| Inputs | Activities | Outputs | Outcomes | Impact |
|--|--|--|--|---|
| Various resources available to support the program (staff, materials, curricula, funding , equipment) | Action components of the program. What actions that must take place in order to implement the program? | The Direct results of the program Activities. What are the tangibles, i.e.; Deliverables, or events? | Changes that occur in conditions because of the activities and outputs. Process Outcomes that describe the results of the program activities, or Impact Outcomes that describes the benefits or changes because of the activities and Outputs. | What are the anticipated changes over the long-term? |
| <ul style="list-style-type: none"> Academic Office Directors Academic Office Department Staff Budget Office Staff Procurement Department Staff | <p>Training</p> <ul style="list-style-type: none"> Budget Training BusinessPlus Training Contract / Agreement Training RFP / Bid Training Board Resolution Preparation Training <p>Development</p> <ul style="list-style-type: none"> Budget Development Academic Office Operational Plan Development Contract / Agreement Development RFP / Bid Solicitations Development Board Resolution Development <p>Management / Monitoring</p> <ul style="list-style-type: none"> Expenditures Management Budget Transfers Management Purchase Requisition / Purchase Order Lifecycle Management Goods Receipts Processing Monitoring Contract / Agreement Lifecycle Management Board Resolution Preparation / Submittal Management | <ul style="list-style-type: none"> Approved Submitted Budget Requests Fully approved Requisitions / Purchase Orders Approved Goods Receipts Submittals Completed RFP / Bid Solicitations Worksheets Approved Board Resolutions submittals Fully approved Budget Transfer Requests Completed Academic Office Forecast / Short Range Plan Documents Fully Executed Contract Documents Fully Executed Agency Agreement Documents Fully Executed Memorandums of Understanding Distribution of Weekly Operations Strategic Metrics Workbook to Academic Directors CAO Monthly Operations Strategic Metrics Report | <ul style="list-style-type: none"> Rollout of Academic Office Operational Plan, with progress tracker and additional management tools inclusive Average number of days for fully approving budget transfers is 6 days Average number of days for approving Requisitions is 7 days Average number of days for gathering signatures for an Fully executed contract / agreement is 14 days Decrease in the number of Board Resolutions Ratifications (5) from the previous Fiscal year Successful, closeout of all Purchase Orders in the current Fiscal Year | <ul style="list-style-type: none"> The utilization of the Academic Office Operational Plan is instrumental as the tool for identifying strategic coherence of programs / initiatives within the Academic Office. The Academic Operational plan provides a clear picture of tasks and responsibilities in line with the S.M.A.R.T.I.E. goals and contained within the “WORK” of the Academic Office. |
| PLANNED WORK | | INTENDED RESULTS | | |