Academic Office Operational Plan (2023 – 2024)

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VERSION LOG			
Date	Version	Editor	Notes
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INTRODUCTION

Purpose of the Plan

❑ To provide a general shared understanding of when a critical initiative or action is started and completed. The operational plan is subject to change as new goals, strategies, and / or actions are identified.

❑ To provide a clear picture of tasks and responsibilities in line with supporting the achievement of the goals that facilitates the Board of Education Four Student Outcome Priority Areas, the WORK of the Academic Office, and the District's Strategic Plan.

❑ To provide support in the goal setting and process monitoring process of critical initiatives and actions that support the achievement of the goals that facilitates the Board of Education Four Student Outcome Priority Areas, the WORK of the Academic Office, and the District's Strategic Plan.

❑ 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 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 the Board of Education Four Student Outcome Priority Areas, WORK of the Academic Office, and the District's Strategic Plan.

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 development of the operational plan is a responsibility shared and involves the Academic Office staff. |

The Management of the operational plan:

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

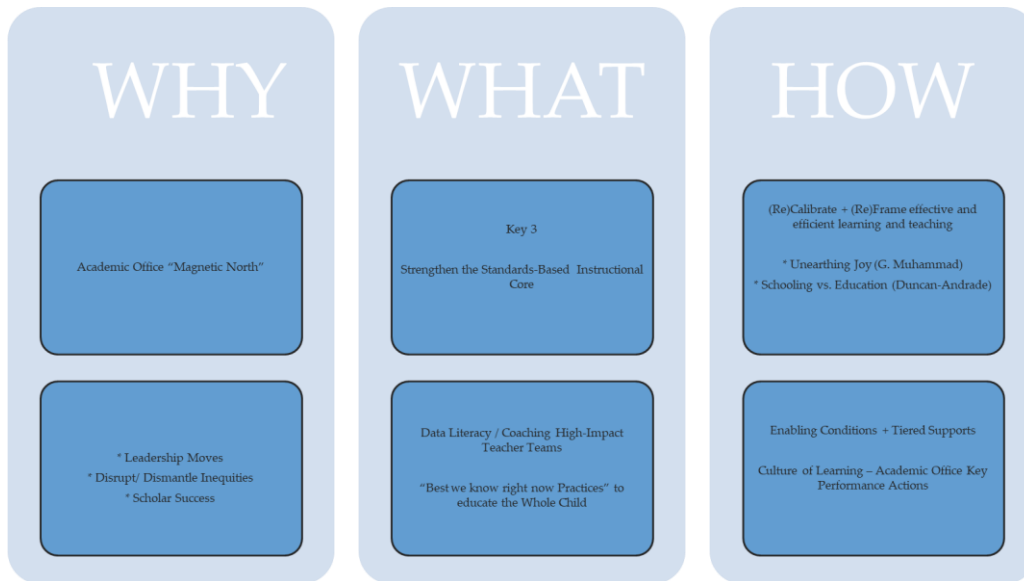**What needs to be managed by the Academic Office Directors includes:**

Timelines	Did strategies commenced and will all of the tasks / activities be completed by the scheduled timelines?
Key Performance Actions / 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**

Board of Education Four Student Outcome Priority Areas

Student outcome priority area 1	**3rd Grade Reading Growth and proficiency**
Flagship Goal 1	The percentage of 3rd grade students scoring Proficient or higher will increase from 21.8% to 39% by May 2026 as measured by the Missouri Assessment Program (MAP).
Student outcome priority area 2	3rd Grade Math Growth and Proficiency
Flagship Goal 2	The percentage of 3rd grade students scoring Proficient or higher will increase from 17.1% to 40% by May 2026 as measured by the Missouri Assessment Program (MAP).
Student outcome priority area 3	College and Career Readiness: *High school students prepared for workforce and post-secondary employment.*
Flagship Goal 3	The 4-year graduation rate will increase from 69% in 2023 to 80% in 2026 and the percentage of graduating seniors (Class of 2023-2026) who are "positively placed"* will increase from 90.4% to 93%, as measured by the DESE 180-Day Graduate Follow-Up Report with a special focus on identified student groups currently below the 90% positive placement rate.
Student outcome priority area 4	**Culture and Climate: Student Wellbeing**
Flagship Goal 4	The percentage of 6th and 9th grade students who report feeling a sense of belonging (connectedness to school and adults) will increase from 33% to 63% (6th grade) and from 32% to 62% (9th grade), as measured by Panorama Survey results.

"The Work" of the Academic Office Division Front and Center

WHY	WHAT	HOW
Academic Office "Magnetic North"	Key 3 Strengthen the Standards-Based Instructional Core	(Re)Calibrate + (Re)Frame effective and efficient learning and teaching * Unearthing Joy (G. Muhammad) * Schooling vs. Education (Duncan-Andrade)
* Leadership Moves * Disrupt/ Dismantle Inequities * Scholar Success	Data Literacy / Coaching High-Impact Teacher Teams "Best we know right now Practices" to educate the Whole Child	Enabling Conditions + Tiered Supports Culture of Learning – Academic Office Key Performance Actions

The WHY of our work for School Year 23-24:

• To develop and/or deepen leadership thinking and leadership moves critical to disrupt and dismantle inequities in systems, policies, practices and procedures so each scholar thrives.

The WHAT of our work for School Year 23-24:

   • 1. Strengthen the Standards-Based *instructional core, so each scholar has access and targeted supports to achieve Standards and to engage in **deeper learning through the ***'Key 3'

   • 2. Apply skillful use of multiple sources of data (qualitative, quantitative and perceptual) to engage in high-impact teaching and learning

   • 3. Implement "best we know right now practices" to educate the Whole Child

*teachers' knowledge and skills; scholars' engagement in their own learning; academically challenging content

**inquiry, voice and choice, collaboration, self-direction, reflection

***Check for Understanding Formative Assessments, 2. Depth of Knowledge Questioning to Promote Cognitive Rigor, and 3. Data Informed / Data Driven Lesson Planning.

The HOW of our work for School Year 23-24:

   • (Re)Calibrate and (Re)Frame our individual and collective thinking and practices around effective and efficient learning and teaching:

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 KPIs (qualitative or quantitative) that demonstrates how effectively you are progressing towards achieving your "Target":

5. **Key Performance Action**
   Actions (Leading indicators / "What I do") that deliver the results which support reaching the KPIs".
   - Start / Stop Dates for Action Step
   - Evidence of Completion

6. **Budgeted**

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.

23 – 24 FY Short Range Plan

Curriculum / Elementary Language Arts	**Program ELA CFA / CSA**
Submitted By: Esther Palsenberger	**Date:** September 6, 2023

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 2023-2024 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. By the end of the school year 23-24, all students will score a 60% or higher (based on the MAP cut-off score for being proficient) on the CSA 4.

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

- Students receive grade-level instruction in English Language Arts.
- Teachers will analyze data from the CFAs to drive instruction using priority standards in order to reach mastery.
- Monitor students' progress through ongoing CFAS and daily/weekly CFUs.
- Create student goals in order to have students own their data and able to see growth within each assessment.

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 2023-2024 school year. By the end of the school year, students will reach at least 60% on the last CSA 4 as indicated using the 2023-2024 MAP cut-off scores.

KEY ACTION STEPS

Action	Start / Stop Dates	Evidence of Completion
Analyze quarterly CFA results	August 2023-April 2024	Teachers will create a list of priority standards that need to be focused on throughout the quarter.
Plan for data-driven instruction	August 2023-May 2024	Teachers will plan with other teachers in their grade level during the district-wide PD

		sessions and during their building-level PLC meetings.
Track students' progress on the mastery of priority standards using a data tracker	August 2023-May 2024	Create and update monthly a data tracker

23 – 24 Budget
Budget Impact: Indirect Cost

23 – 24 FY Short Range Plan

Curriculum / Secondary Language Arts	Secondary English Language Arts (Grades 6-12)
Submitted By: Judine Keplar	**Date:** September 13, 2023

MAP/EOC SCHOLAR ACHIEVEMENT

Through the use of the SLPS Standards-Based ELA Curriculum Plans and SLPS Board-Approved ELA Curriculum Resources with fidelity, St. Louis Public Schools will increase the percentage of scholars in grades 6-12 scoring Proficient or Advanced on the Missouri GLA/EOC assessment by 5% over the 2022-2023 baseline as measured by reporting tools from the Missouri Department of Elementary and Secondary Education by the end of the 2023-2024 school year. Scholar achievement data will reflect equitable distribution in outcomes across lines of race, ethnicity, socio-economic status.

READING PROFICIENCY

Through the use of the SLPS Standards-Based ELA Curriculum Plans, the implementation and usage of the appropriate SLPS Board-Approved ELA Curriculum Resources with fidelity, and multi-tiered systems of support (MTSS), the average Grade Equivalency (GE) of SLPS students in Grades 6-12 with matched scores in the area of reading from Fall 2023 to Spring 2024 will meet or exceed the district goal of 1.5 years growth as evidenced by reporting tools from Renaissance and the SLPS Assessment Office by the end of the 2023-2024 school year. Scholar achievement data will reflect equitable distribution in outcomes across lines of race, ethnicity, and socio-economic status.

DESCRIPTION OF PROGRAM / INITIATIVE

Teachers of students in Grades 6-12 English Language Arts courses will implement district-approved curriculum resources (Tier 1, 2, 3) and use data-driven/research-based instructional practices to support achievement and mastery of identified priority standards.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Professional Development
    - Curricular Resources
    - Science of Reading
    - MTSS
    - Data Analysis and Data-Driven Instructional Planning
    - Learning Targets / Success Criteria
    - Writing (Instruction, Performance Tasks, and Feedback)
    - Checking for Understanding / Monitoring Student Learning
- Curriculum Specialist Support
    - Lesson Planning
    - Job-Embedded Professional Development
    - Data Team Partner
    - Observation / Feedback / Coaching / Goal-Setting
    - Common Formative / Summative Assessments

- o Curriculum Implementation
- o Standards-Based Teaching & Learning
- o Instructional Strategies
- o Science of Reading Application
- o School Leadership Team Collaboration
- Continuous Cycle of Improvement
  - o Curriculum Plan Updates
  - o Curation / Creation of Curricular Resources
  - o Assessment Revision
- Common Assessments
  - o Quarterly MAP GLA / EOC – Aligned CFA & CSA
  - o Data Analysis Protocols Following Assessment Administration
  - o End of Q3 CSA Achievement Goal = 70% +

KEY PERFORMANCE INDICATORS

- Common Summative Assessment
  - o End of Quarter 3 Goal = 70%+ (equal to Proficient on MAP/EOC assessments)
- STAR Reading Assessment
  - o 2023-2024 Spring Assessment Window Goal = 1.5+ years growth over Fall Window
- MAP / EOC Assessment
  - o 2023-2024 Goal = 5%+ growth in combined percentage of students scoring Proficient/Advanced over the 2022-2023 combined percentage
- Curriculum Resource Implementation
  - o 2023-2024 Goal = 100% of teachers in Grades 6-12 ELA using appropriate curricular resources (curriculum plans, core resources, supplemental resources, novels/trade books, etc.) by the end of the first quarter

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Professional Development	August 15, 2023 – June 30, 2024	- PD Agendas - PD Sign-In Sheets - PD Surveys
Curriculum Specialist Support	July 1, 2023 – June 30, 2024	Curriculum Specialist Site Support Logs
Continuous Cycle of Improvement	July 1, 2023 – June 30, 2024	- Updated Curriculum Plans - Revised Common Assessments - Curation / Creation of New Curricular Resources

23 – 24 Budget

Budget Impact: GOB

23 – 24 FY Short Range Plan

Curriculum / Literacy	Elementary Reading Intervention
Submitted By: Kay E. Royster	Date: September 20, 2023

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 Elementary Reading Intervention Teachers will utilize research and evidence-based best practices to assist students with mastering skills that result in meeting or exceeding measurable grade level reading expectations on Star and/or MAP. Students will receive thirty minutes of daily, targeted instruction for a minimum of six weeks. Progress monitoring will occur weekly. Students will be assessed at six-week intervals to determine whether reading intervention services will be continued.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Provide grade-level instruction in reading/literacy to all students using the core literacy program.
- Develop and implement a reading intervention program for students in grades three-five who are reading 1-2 years below grade level.
- Revise Individualized Reading Success Plan to conform with DESE guidelines.
- Monitor the progress of reading intervention students at six-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 three-five achieving at least 10 months of growth as measured by STAR during SY 23-24
    Increases in the number of students in grades three-five scoring at the proficient or advanced levels in ELA on the MAP assessment.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Conduct Classroom Observations of Students During Reading Instruction	August 22-September 22	Reading Teachers Have Observed All Students During Instruction in Each Classroom, Grades Three-Five
Administer Cold Read Fluency Tests to All Students in Grades Three-Five	September 1-September 22	Reading Intervention Teachers Have Administered Cold Read Fluency Assessments to All Students in Grades Three-Five
Analyze Star Reading Data, Cold Read Fluency Data, and	September 1-September 22	Reading Intervention Teachers Have Selected Eligible

Classroom Observations with Classroom Teachers and AICs for Student Selection in Reading Intervention Program		Students for Reading Intervention Program, Recorded Data in Trackers, and Submitted Trackers to K-12 Reading Specialist
Create Reading Intervention Schedules	September 1-September 29	Reading Teachers Have Submitted Schedules to K-12 Literacy Specialist.
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 in September	Reading Teachers Have Submitted IRSPs to K-12 Literacy Specialist
Progress Monitor and Record Students Change in Reading Achievement	Weekly for the duration of Student's Time in Intervention Program	Reading Teachers Have Recorded Weekly Progress Monitoring Data on Data Trackers
Determine Student Continuation in Program Based on Progress	After Six-week Cycle of Student Participation (minimum 6 weeks)	Reading Teachers Have Submitted Updated Reading Intervention Schedules and Updated Data Trackers
Repeat Action Steps Above after the Administration of the Second Semester Star Reading Test	January 2024– April 2024	Same as above for First Semester.
Budget Impact: Special Reading Grant from MO Department of Elementary and Secondary Education.		
23 – 24 Budget		
Budget Impact: Grant Funding		

23 – 24 FY Short Range Plan

Curriculum / Elementary Math	Elementary Math
Submitted By: Dr. Wright-Fraser	**Date:** September 20, 2023

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

STAR MATH ACHIEVEMENT By the end of the 2023-2024 school year, SLPS Teachers will implement with fidelity, Grade-Level Standards-Based Curriculum, Instruction and assessment practices resulting in an average of two years growth in Grades 3-5 as measured by STAR Assessments

MAP SCHOLAR ACHIEVEMENT 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 MAP grade-level assessment by the end of 2023-24 school year.

DESCRIPTION OF PROGRAM / INITIATIVE

Math teachers will implement district-approved curriculum resources and use data-driven best practices to support student achievement and mastery of DESE-identified priority standards.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Provide math professional development to build teachers' collective efficacy in implementing high-quality math instruction to improve student performance in mathematics.
- Provide ongoing support to teachers in planning and implementing math curriculum with fidelity.
- Implement critical content review with stakeholders for continuous improvement cycle of curricular needs.

KEY PERFORMANCE INDICATORS

- STAR Math Growth Report
- CFA/CSA Growth Report
- MAP

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Elementary Math Professional Development	August 15, 2023- Mar 10, 2024	PD Teacher Survey
Ongoing support to teachers in planning and implementing elementary math curriculum with fidelity	Aug 15, 2023 – May 24, 2024	Curriculum specialist site visit data
Critical content review with stakeholders for continuous	Aug 15, 2023 – May 24, 2024	Grade level curriculum plans, resources and assessments.

improvement cycle of curricular needs.		
23 – 24 Budget		
Budget Impact: GOB		

23 – 24 FY Short Range Plan

Curriculum / Secondary Math	Secondary Math
Submitted By: Zehra Khan	**Date:** September 20, 2023

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

STAR MATH ACHIEVEMENT By the end of the 2023-2024 school year, the average SLPS secondary math school student Grade Equivalent (GE) will grow 1.5 years from Fall 2023 to Spring 2024, meeting or exceeding the district goal of 50% as evidenced by reporting tools from Renaissance STAR Math assessment. In addition, students performing more than one year below grade level enrolled in a double dose or intervention class will meet or exceed a Grade level (GE) of 2 years, as evidenced by the student growth report from Renaissance STAR Mathematics assessment.

MAP SCHOLAR ACHIEVEMENT 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 MAP grade-level assessment by the end of 2023-24 school year. Scholars in the free and reduced lunch subgroup will increase the percentage of scholars scoring Proficient or Advanced by 7% over the 2022-2023 baseline on the MAP grade-level assessment in grade 6-8.

EOC SCHOLAR ACHIEVEMENT 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 2023-24 school year. Scholars in the free and reduced lunch subgroup will increase the percentage of scholars scoring Proficient or Advanced by 7% over the 2022-2023 baseline on the Algebra 1 EOC assessment.

DESCRIPTION OF PROGRAM / INITIATIVE

The secondary math teachers will implement district-approved curriculum resources and use data-driven best practices to support student achievement and mastery of DESE-identified priority standards.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Provide secondary math professional development to build teachers' collective efficacy in implementing high-quality math instruction to improve student performance in mathematics.
- Provide ongoing support to teachers in planning and implementing secondary math curriculum with fidelity.
- Implement critical content review with stakeholders for continuous improvement cycle of curricular needs.

KEY PERFORMANCE INDICATORS

- STAR Math Growth Report
- CFA/CSA Growth Report
- MAP/EOC Data

KEY PERFORMANCE ACTIONS		
Action	**Start / Stop Dates**	**Evidence of Completion**
Secondary Math Professional Development	August 15, 2023- Mar 10, 2024	PD Teacher Survey
Ongoing support to teachers in planning and implementing secondary math curriculum with fidelity	Aug 15, 2023 – May 24, 2024	Curriculum specialist site visit data
Critical content review with stakeholders for continuous improvement cycle of curricular needs.	Aug 15, 2023 – May 24, 2024	Grade level curriculum plans, resources and assessments.
23 – 24 Budget		
Budget Impact: GOB		

23 – 24 FY Short Range Plan

Curriculum / Multi-Tiered System of Supports	MTSS Specialist
Submitted By: Ravetta Jackson	**Date:** September 20, 2023

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

TIER 1 STRATEGIES By the end of the 2023-2024 school year, 100% of SLPS schools will implement Multi-Tiered System of Supports Tier 1 strategies and resources offered through ongoing professional development, supports listed in the Standard Based Curriculum Plan Documents, and individualized services to schools to achieve 10% growth from the beginning of the year CSA # 1 to the end of year CSA # 3

DESCRIPTION OF PROGRAM / INITIATIVE

The MTSS framework is a proactive approach to ensure that scholars have supports that are equitable and specific to their needs in the area of academics. Part of the work that will be completed this school year is to ensure that school teams have knowledge of MTSS tier 1 practices and the resources that are available.

STRATEGY TO ACCOMPLISH YOUR TARGET

Connect with staff to
1. Provide PD on the MTSS Framework
2. Cultivate a deeper learning about tier 1 practices
3. Provide support with implementation of MTSS resources for teachers

KEY PERFORMANCE INDICATORS

Clarity of Direction:
- Ongoing professional development based on feedback from PD surveys to identify areas that need support
- Individualized services to schools for proper implementation of the MTSS.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Collaborate with school teams to utilize the MTSS resources.	September 2023- June 2024	Observation checklist surveys support logs
Update the documents that have been provided to promote student growth on CSA and STAR assessments.	September 2023- June 2024	Observation checklist surveys support logs
Collaborate with school teams to deepen knowledge of tier 1 practices		

23 – 24 Budget

Budget Impact: GOB

23 – 24 FY Short Range Plan

Curriculum / Elementary Science	**Program Name:** Elementary Science CSA
Submitted By: Carrie Launius	**Date:** September 4, 2023

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

COMMON SUMMATIVE ASSESSMENT ACHIEVEMENT: Through the use of the SLPS (Saint Louis Public Schools) Standards-Based Elementary School Science Curriculum Plan and the implementation with fidelity, at least 50% of SLPS scholars in grades 3-5 will score Proficient or Advanced on the quarterly common summative assessment (CSA) during the 2023-2024 school year as evidenced by reporting tools from DnA (eduCLIMBER) and the SLPS Assessment Office. Scholar achievement data will reflect equitable distribution in outcomes across lines of race, ethnicity, socio-economic status.

DESCRIPTION OF PROGRAM / INITIATIVE

Teachers of students in Grades 3-5 science courses will implement district-approved curriculum resources (Tier 1, 2, 3) and use data-driven/research-based instructional practices (three-dimensional teaching, Claims, Evidence, Reasoning) to support achievement and mastery of identified priority standards.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Professional Development (2 half days, August, October)
- Embedded Professional Development
- Use of CFAs (common formative assessments), CSAs (Common Summative Assessments), Exit Tickets, additional MAP-like tests
- Data Analysis
- Key 3 Strategies Implementation
- Observations/Feedback
- Curriculum Implementation
- Using three-dimensional science strategies
- Learning Targets that match the standard
- 3-dimensional Lesson Plans

KEY PERFORMANCE INDICATORS

CSA Data – Qu 1, 2, 3
Curriculum Resources Implementation
MAP data.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Professional Development (District)	August 17, 2023, .5 day October 13, 2023, .5 day	▪ PD Agendas ▪ PD Sign-in Sheets ▪ PD Surveys
Embedded Professional Development	August 2023 – May 2024	Curriculum Logins

Curriculum Specialist Support	August 2023 – May 2024	Curriculum Logins
Continuous Cycle of Improvement	August 2023 – May 2024	- Updated Curriculum Plans - Updated Lesson Plans - Revised CFA/CSA - Additional resources
23 – 24 Budget		
Budget Impact: GOB		

23 – 24 FY Short Range Plan

Curriculum / Science	Science PreK-5 Textbook Adoption
Submitted By: Carrie Launius	**Date:** September 4, 2023

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

SMARTIE Goal: By the end of the current academic year, Saint Louis Public School District will successfully adopt and implement a standards-based, three-dimensional science instruction program that is free from bias, ensuring equitable access and learning outcomes for all students.

- Specific: The goal is to adopt a specific science program that is standards-based and incorporates three-dimensional science instruction, focusing on the Next Generation Science Standards (NGSS). It also emphasizes the need for the program to be nonbiased, ensuring that all students have an equal opportunity to succeed.
- Measurable: Success can be measured by the successful adoption and implementation of the chosen science program. Metrics might include the number of teachers trained in the new approach, the extent to which the NGSS is integrated into the curriculum, and the impact on student performance in science assessments.
- Achievable: The goal is realistic and achievable within the academic year, provided that appropriate resources, training, and support are provided to educators and stakeholders.
- Relevant: The adoption of a standards-based, three-dimensional science instruction program aligns with the district's educational goals and is relevant to improving science education. Ensuring it is nonbiased supports the district's commitment to equity and inclusivity.
- Time-bound: The goal has a clear timeframe of one academic year, providing a sense of urgency and a deadline for achieving the desired outcome.
- Inclusive: The goal emphasizes the importance of equitable access and learning outcomes for all students, regardless of background, gender, ethnicity, or other factors.
- Equitable: The goal underscores the need to eliminate bias from the science program, ensuring that it is accessible and relevant to all students, promoting equity in education.

DESCRIPTION OF PROGRAM / INITIATIVE

Elementary Science needs updated resources to teach and implement the curriculum. The last SLPS adoption for elementary science was in 2016. 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. The integration of STEM has also been added to the daily science lessons and our current materials do not address technology and just touch on engineering.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Solicit vendors for appropriate resources.
- Review materials for presentation to stakeholders and ensure they meet the MLS.
- With stakeholder input, select materials, which address our district goals and initiatives.

- Receive board approval to purchase and implement the resources.

- 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 science education by using robust resources purchased as determined by growth on common formative and summative assessments.

KEY PERFORMANCE ACTION

Action	Start / Stop Dates	Evidence of Completion
Identify initiatives and goals for the textbook purchase.	August 2023	Completed request for materials for review to vendors
Identify scoring criteria for physical materials review.	August 2023	Completed scoring criteria for vendors
Send letters to vendors for review of materials	October 2023	Vendors communicate artifacts Receipt of materials
Solicit stakeholders to review materials	August 2023	Committees are formed
Identify vendors for presentation	October 2023	Letters sent to vendors for presentation
Schedule vendors for presentation of materials to stakeholders	November 2023	Letters are sent to vendors and times are arranged for presentations
Vendor presentation of materials	November 2023	Completed scoring by stakeholders and recommendations for purchase
Recommendation for purchase of materials	December 2023	Board Resolution presented for review and adoption
Board Resolution presented to the Board of Education	March 2024	Board Resolution passed by BOE.
Purchase order is created by finance to purchase materials	April 2024	Purchase order entered
Shipment of Product to Schools	June 2024 – July 2024	Shipping receipts received
Professional Development plan is developed for the teachers to learn how to use the resources	June 2024 - August 2024	Professional development is delivered

23 – 24 Budget

Budget Impact: Direct cost to ESSER Funds

23 – 24 FY Short Range Plan

Curriculum / Social Studies	Social Studies
Submitted by: Glenn Barnes	**Date:** September 20, 2023

Connection to TP4.0

4.2: By the end of 2026, each scholar will have access to grade-level content within current curriculum resources 100% of the time.

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

Through the use of the SLPS Standards-Based High School Social Studies Curriculum with fidelity, the district will increase the percentage of students scoring Proficient or Advanced on the Government EOC assessment by 3% over results from 2022-2023 as measured by reporting tools from the Missouri Department of Elementary and Secondary Education by the end of 2023-2024 school year. Our goal is to increase the percentage of students scoring Proficient or Advanced by 5% over results from 2022-2023 on the Government EOC assessment, as a means of reducing the African American achievement gap.

DESCRIPTION OF PROGRAM / INITIATIVE

The Social Studies Program of the Academic Office is guided by the basic tenet of academic success on the EOC. In support of this tenet, the Social Studies Curriculum Specialist is providing tools and practices within school social studies departments to augment successful academic support to all children that attend SLPS.

STRATEGY TO ACCOMPLISH YOUR TARGET

Implement social studies practices which embrace key leverage points for success:
- Monitor the implementation of the standards based curriculum plans
- Analyze data from CFA/CSA and EOC to guide moves in building up mastery in the classroom
- Monitor assessment scores and assist teachers with improvements in planning and use of curriculum to grow in student mastery.

KEY PERFORMANCE INDICATORS

Quantative:
- Support schools to monitor implementation of new textbook resources and the district curriculum
- Produce resources which support teachers in planning for standards mastery in the classroom
- Engage in classroom observations and supports with PLC meetings to address data with teachers
- Assist with planning and use of curriculum documents for implementation of the SLPS curriculum.

Process:
- Provide quality professional development four times during the course of the year and reinforce initiatives with additional training as needed.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Provide support to schools to monitor implementation of curriculum and adopted resources.	August 2023- May 2024	School Support Log
Prepare supporting documents to assist teachers with planning and use of the curriculum materials and use of purchased resources in their first year of implementation.	August 2023 - June 2024	School Support Log Supporting Documents Provided Updating curriculum documents in the ongoing cycle of improvement
District Professional Development	August 2023 - May 2024	Sign In Sheets Agendas Resources Provided Support Log
23 – 24 Budget		
Budget Impact: Indirect costs		

23 – 24 FY Short Range Plan	
Curriculum / Visual Arts	**PK-12 Visual Art**
Submitted By: John Grapperhaus	**Date:** September 15, 2023

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

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 2023-24 school year.
 Each artwork will exemplify
- 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

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.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Increase art teacher capacity in effective standards-based instruction and fostering scholar engagement.
    - o Provide district-wide and booster PD on art classroom goals.
    - o Conduct art teacher coaching cycles.
- **How you will do it.**
    - o Provide district-wide and booster PD on art classroom goals.
    - o Conduct art teacher coaching cycles.
    - o Conduct class observations with timely feedback.
    - o Collect data on student work and displays
- **Whom you will do it for.**
    - o Art teachers
    - o Art scholars
- **Why you do it.**
    - o Scholars deserve excellent instruction, opportunities, and experiences in art education.
    - o Teachers deserve support and resources to accomplish district and classroom goals.

KEY PERFORMANCE INDICATORS

All teachers' classroom instruction provide evidence of the following "look-fors":
- Art Displays (school displays, digital portfolios, contest entries)
- Medium and Technique (Students display throughout the school year, increased mastery, craftsmanship, and 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 PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Observe all art classrooms, providing feedback to teachers.	August 2023-December 2023	Feedback provided to teachers and documentation posted to Teams.
Professional Development provided to art teachers covering criteria, contests, and standards-based instruction.	August 2023-March 2024	Classroom observation data and district-wide participation in required art contest.
Collection of Safety Art Contest entries from all schools.	October 13, 2023	Art contest display at 801. Projects posted on website.
Additional rounds of observation of all art classrooms, providing feedback to teachers.	January 2024-May 2024	Feedback provided to teachers and documentation posted to Teams.
Collection of Famous African-American Portrait Contest entries	January 25, 2024	Art contest display at 801. Projects posted on website.
Collection SLPS Art Fair at the Zoo Contest entries	March 10, 2024	Art contest display at the St. Louis Zoo, 801, and on the website.

23 – 24 Budget

Budget Impact: GOB

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.

23 – 24 FY Short Range Plan

Academics / Academic Instructional Coaches	Academic Instructional Coaches-Data Profile
Submitted By: Sara Martens	**Date:** September 18, 2023

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

Upon completion of the 2023-2024 school year, 100% of SLPS AICs will have a full data profile and will have a Plan of Action based on that data profile.

DESCRIPTION OF PROGRAM / INITIATIVE

With the creation of a personalized data profile for each AIC, the AIC program will become more tailor-made to the needs of each AIC. Components of the AIC program impacted by this are professional development and coaching of AICs.

The Data Profile will include who AICs coach, how often and how much they coach, the focus of the coaching, the type of and quality of feedback provided to teachers, and the quality of coaching cycles. The purpose of the data profile is to provide information at the programmatic level and opportunities for self-reflection to work toward improvement of teaching and learning by ensuring coaching results in developing and retaining high-quality teachers to ensure our scholars receive high-quality instruction to result in improved learning.

STRATEGY TO ACCOMPLISH YOUR TARGET

I will engage in a triangulated data analysis for each AIC. I will review their Coaching Log (self-report), their Frontline data (what is sent to teachers), and observational data from both Dr. Toney and myself. We will be looking for alignment at the intersection of density of coaching, review of the type and quality of feedback being provided on a regular cadence, and the alignment of those things with our observational data when we observe their practice (coaching cycles, observations, and data teams). AICs will provide, through their Data Portfolio and presentation the quantitative data to align with the qualitative data by sharing their Evidence of Impact of their coaching and its impact on scholar achievement through STAR data (or other

I will update our criteria for success to identify the key competencies we hope all AICs are able to demonstrate through their observations, feedback, and coaching.

I will do this for 100% of AICs to help drive programmatic decisions for the 2024-2025 school year.

KEY PERFORMANCE INDICATORS

1. A clearly outlined, complete, data analysis protocol will be established.
2. Criteria for success in observations, feedback, and coaching will be established.
3. 100% of AICs will provide a Data Presentation to the AIC Leadership team.
4. 100% of AICs will have a data profile created by the end of the 2023-2024 school year.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion

I will create a data analysis protocol.	By October 1, 2023	Data Analysis Protocol will be submitted to Dr. Smith Jr. for feedback
I will create a zero-point rubric of the criteria for success for each of the following: observations, feedback, and coaching.	By October 1. 2023	Criteria for Success will be submitted to Dr. Smith Jr. for feedback
I will review the Criteria for Success with all AICs.	By October 30, 2023	AIC PD Agendas
I will engage in weekly Data Protocols with Dr. Toney as a part of our AIC Leadership Team meetings.	Weekly and completed by the end of the 2023-2024 school year.	Completed documents from each weekly Leadership Team meeting.
AICs will provide a data presentation for the AIC Leadership Team to provide the final layer of quantitative data analysis and a final reflection opportunity for AICs upon the completion of the school year.	April 2024	AIC Data Reports
23 – 24 Budget		
Budget Impact: Indirect Costs		

23 – 24 FY Short Range Plan

Academics / Academic Instructional Coaches	AIC-Evaluation
Submitted By: Sara Martens	**Date:** September 18, 2023

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

Upon completion of the 2023-2024 school year, the AIC Evaluation Document and supplemental documents will be fully updated to better align with our program goals and criteria for success as measured by the criteria for success established for this project. 100% of AICs and school leaders will be provided information, documentation, and support for using these documents in their support of and evaluation of the AIC.

DESCRIPTION OF PROGRAM / INITIATIVE

As a result of my own experiences with this AIC program, and supported by the data report provided by Hanover, there is a lack of coherence and understanding of the role of AICs. The alignment between what is expected of AICs from the Academic Office and what is expected of AICs from principals varies greatly. This has resulted in a weaker program and deeply varied outcomes from building to building. To ensure better alignment, it is necessary to align all layers of documentation of the job description and expectations. To that end, it is time to revise the PBCE and all accompanying documents.

Context: The Performance-Based Coach Evaluation was designed many years ago and does not align with the work expected of AICs. To that end, it leaves evaluators (principals) unclear as to how best to support their AIC in their role. It is time we revise that document to serve as a guide for AIC evaluators to gain clear understanding of the role, the criteria for success, and opportunities for support and coaching as their evaluator. If the evaluation document and all supplemental documents provided to principals and AICs are clearer and are better aligned to the purpose of coaching.

STRATEGY TO ACCOMPLISH YOUR TARGET

I will begin by seeking collaboration with Local 420 and Human Resources to better understand the legalities involved in a project like this. I hope to partner with those two offices to ensure the best possible outcomes.

I will seek a team of stakeholders to collaborate and create a document by committee.

KEY PERFORMANCE INDICATORS

1. Criteria for success identified and documented which will serve as the guiderails for each phase and outcome for this project.
2. A Committee whose purpose is to craft the new evaluation tool and accompanying documents.
3. A revised AIC Evaluation Tool
4. A revised AIC Expectations Document which outlines clearly the course map for the work AICs do as well as clearly outlines what AICs WILL, CAN, and CANNOT do as part of their role as AIC.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
I will schedule a meeting with Local 420 and a	By October 15, 2023	Meeting date identified Meeting agenda

member of Human Resources to engage in our initial discussion.		
I will create a committee.	By December 1, 2023	Committee Members List Committee Meeting Dates
The AIC Evaluation tool will be revised.	By March 30, 2023	New AIC Evaluation Tool submitted
The AIC Expectations document will be revised.	By May 1, 2023	AIC Expectations Document submitted
The AIC Job Description will be revised.	By May 1, 2023	AIC Job Description will be submitted
23 – 24 Budget		
Budget Impact: Indirect Cost		

AIM FOR FITNESS / HEALTHY SCHOOLS PROGRAM
MISSION STATEMENT

The mission of Healthy Schools Initiatives: Academics In Movement, is to develop comprehensive, equitable programs and/or projects focusing on creating healthier school environments, integrating physical activity into the academic setting and connecting students to nature.

23 – 24 SY Short Range Plan

Academics / Academics In Movement	Healthy Schools Initiatives – AIM Schools
Submitted By: M. Leanne White, Ed.S.	**Date:** October 3, 2023

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

An 80% increase in the number of Academics In Movement (AIM) school sites.
An AIM school is comprised of the following framework:
1. Active Classrooms (AIM Zones, Pedal Desks, The Walking Classroom)
2. Active Hallways (Sensory pathways)
3. Outdoor Learning Spaces (Active Playground, Outdoor Classrooms and/or garden space)
4. Healthy School Program

DESCRIPTION OF PROGRAM / INITIATIVE

5 new AIM school sites established, combined with the original 4 AIM schools sites; an 80% increase in schools participating for a total of 9 AIM schools.
Healthy School Initiatives a comprehensive, equitable program(s) and/or project(s) focusing on creating healthier school environments, integrating physical activity into the academic setting and connecting students to nature.
An AIM school is comprised of the following framework:
1. Active Classrooms (AIM Zones, Pedal Desks, The Walking Classroom)
2. Active Hallways (Sensory pathways)
3. Outdoor Learning Spaces (Active Playground, Outdoor Classroom and/or garden space)
4. Healthy School Program

STRATEGY TO ACCOMPLISH YOUR TARGET

- The Director will develop a process to procure 4 new AIM school sites
  - Presentations at Summer Learning Institute
  - Direct correspondence and/or meeting with principal(s)
  - Staff presentations
  - Disseminate information about AIM schools
  - Publicize or promote achievements about AIM school sites through presentations, district website, twitter, emails, etc.
- Cohort 46 Healthy Schools Initiatives Professional Development – focus on providing professional learning about the development of healthier school environments.
  - Transformation of school sites into healthier school sites for students and staff.
  - Preparation of teachers to take on the role of Wellness Champion, the school's Health and Wellness Leader
    - Implementation and facilitation of the Healthy Schools Program
    - Completion of all steps within the SLPS Wellness Champion Guide
  - Reframing administration and teacher thinking about the traditional "sit in your seat" classroom to an active classroom.

- o Reframing administration and teacher thinking about the traditional "walk silently with your hands by your side" through the hallway, to activity and movement in the hallway.
  - o Develop an Action Plan with practices, procedures and policies to create a healthier school environment inclusive of an increase in physical activity and time spent in nature.
- Data Collection
  - ▪ Active classrooms/active hallways/outdoor learning spaces – physical activity, referral rates, attendance, etc.
  - ▪ Healthy Schools Program – America's Healthiest Schools recognition
  - o Analysis of Wellness Champion performance and completion of all steps within the Wellness Champions Guide

KEY PERFORMANCE INDICATORS

5 new AIM school sites established, combined with the original 4 AIM schools sites, an 80% increase in schools participating for a total of 9 AIM schools.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Presentations at Summer Learning Institute	July 2023	Number of participants at the presentation
Direct correspondence and/or meeting with principal	August 2023 – June 2024	Track meeting dates
Staff presentations	August 2023 – June 2024	Track dates of presentations. Completion of Power point for each school site.
Disseminate information and publicize achievement about programs and projects through presentations, district website, twitter, emails, etc.	August 2023 – June 2024	Dates of tweets and number of views. Update website Announcement of America's Healthiest Schools – September 26, 2023. Communications via email or site visits for new school sites.
Cohort 46 Professional Development	August 2023 – March 2024	PD Plan Dates Attendance Presentations/topics
Data Collection	August 2023 – April 2024	Physical activity

		Referral rates Attendance
23 – 24 Budget		
Budget Impact: Indirect costs. Grant Funding		

23 – 24 SY Short Range Plan

Academics / Academics In Movement	Healthy Schools Initiatives – AIM Schools
Submitted By: M. Leanne White, Ed.S.	**Date:** October 3, 2023

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

The Green Schoolyard redevelopment project of the Froebel schoolyard will be in alignment with an updated project timeline produced by the Design/Build team and SLPS.

DESCRIPTION OF PROGRAM / INITIATIVE

The Green Schoolyard redevelopment project of the Froebel schoolyard will be in alignment with an updated project timeline produced by the Design/Build team and SLPS.
Healthy School Initiatives a comprehensive, equitable program(s) and/or project(s) focusing on creating healthier school environments, integrating physical activity into the academic setting and connecting students to nature.
An AIM school is comprised of the following framework:
1. Active Classrooms (AIM Zones, Pedal Desks, The Walking Classroom)
2. Active Hallways (Sensory pathways)
3. Outdoor Learning Spaces (Active Playground, Outdoor Classroom and/or garden space)
4. Healthy School Program

STRATEGY TO ACCOMPLISH YOUR TARGET

- The Director will continue to provide oversight of the project:
  - Schedule and facilitate monthly Green Schoolyards(GSY) Steering Committee meetings
  - Communicate and provide updates to all GSY community partners
  - Be the GSY conduit to partners, Operation Dept., Academic Dept., Design/Build team and MSD
  - Disseminate information about GSY project
  - Publicize or promote achievements about GSY project through presentations, district website, twitter, emails, etc.

KEY PERFORMANCE INDICATORS

Alignment of the Green Schoolyard redevelopment project at Froebel with an updated project timeline produced by the Design/Build team and SLPS.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Schedule and facilitate monthly Green Schoolyards(GSY) Steering Committee meetings	August 2023 – June 2024	Record information from meetings Number of attendees
Communicate and provide updates to all GSY community partners	August 2023 – June 2024	Track communications

Be the GSY conduit to partners, Operation Dept., Academic Dept., Design/Build team and MSD	August 2023 – June 2024	Track communications and progress
Disseminate information about GSY project	August 2023 – June 2024	Communications via email or site visits for new school sites.
Publicize or promote achievements about GSY project through presentations, district website, twitter, emails, etc.	August 2023 – March 2024	Dates of tweets and number of views. Update website Communications via email or site visits for new school sites.
Data Collection	August 2023 – June 2024	Score Card from SLPS Foundation
23 – 24 Budget		
Budget Impact: Indirect Costs, Grant Funding		

23 – 24 SY Short Range Plan

Academics / Academics In Movement	Healthy Schools Initiatives – Academics In Movement
Submitted By: M. Leanne White, Ed.S.	**Date:** October 3, 2023

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

A 25% increase in schools participating in Healthy Schools Initiatives. Schools new to Healthy Schools will complete the collective requirements of the program as measured by completion of all steps within the SLPS Wellness Champions Guide for the 2023-2024 school year.

DESCRIPTION OF PROGRAM / INITIATIVE

7 new school sites procured for Healthy Schools Initiatives for a 25% increase in school participation.

Healthy School Initiatives a comprehensive, equitable program(s) and/or project(s) focusing on creating healthier school environments, integrating physical activity into the academic setting and connecting students to nature.

STRATEGY TO ACCOMPLISH YOUR TARGET

- The Director will develop a process to procure 7 new schools
  - Presentations at Summer Learning Institute
  - Direct correspondence and/or meeting with principal
  - Staff presentations
  - Disseminate information and publicize achievement about programs and projects through presentations, district website, twitter, emails, etc.
- Cohort 46 Healthy Schools Initiatives Professional Development – focus on providing professional learning about the development of healthier school environments.
  - Transformation of school sites into healthier school sites for students and staff.
  - Preparation of teachers to take on the role of Wellness Champion, the school's Health and Wellness Leader
    - Implementation and facilitation of the Healthy Schools Program
    - Completion of all steps within the SLPS Wellness Champion Guide
  - Develop an Action Plan with practices, procedures and policies to create a healthier school environment
  - Data Collection - active classrooms, active hallways, OLS and Alliance Healthy School Program.
  - Analysis of Wellness Champion performance and completion of all steps within the Wellness Champions Guide

KEY PERFORMANCE INDICATORS

A 25% increases in the number of schools participating in the Healthy Schools Initiatives to bring the total schools actively participating to 34 schools or 50% of all SLPS schools.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion

Presentations at Summer Learning Institute	July 2023	Number of participants at the presentation
Direct correspondence and/or meeting with principal	August 2023 – June 2024	Track meeting dates
Staff presentations	August 2023 – June 2024	Track dates of presentations. Completion of Power point for each school site.
Professional Development • District-wide PD	August 2023, September 2023, October 2023 and March 2024	Cohort 46 Healthy Schools Initiatives – Academics In Movement Professional Development
Professional Development • Site visits and individual PD	2023 – 2024 Per request or as needed	PD for Wellness Champions not included in Cohort 46.
Disseminate information and publicize achievement about programs and projects through presentations, district website, twitter, emails, etc.	August 2023 – June 2024	Dates of tweets and number of views. Update website Announcement of America's Healthiest Schools – September 26, 2023. Communications via email or site visits for new school sites.

23 – 24 SY Short Range Plan

Academics / Academics In Movement	The Walking Classroom
Submitted By: M. Leanne White, Ed.S.	**Date:** October 3, 2023

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

Introduce and implement The Walking Classroom program in all K-8 school sites.
Classroom teachers will utilize the Walking Classroom program as an instructional tool to enhance learning of core content and to increase physical activity for students in grades 3rd-8th.

DESCRIPTION OF PROGRAM / INITIATIVE

Introduce and implement The Walking Classroom program in all K-8 school sites.
The Walking Classroom's unique "walk, listen, and learn" format will enhance student learning of core content areas and increase physical activity at 3rd – 8th grade levels.

STRATEGY TO ACCOMPLISH YOUR TARGET

- The Walking Classroom introduction:
    - o Presentation to introduce principals to The Walking Classroom at the Summer Learning Institute
    - o Presentation to introduce Wellness Champions to The Walking Classroom during the back to school PD – Cohort 46
    - o Professional Development for Academic Instructional Coaches
- The Walking Classroom implementation:
    - o Professional Development session for Academic Instructional Coaches
    - o Online Learning Guide link – AIC's and classroom teachers
    - o Walk Kits - order and distribute kits
    - o Academic Instructional Coaches Implementation Plan:
        - ▪ Develop a usage plan for teachers in grades 3 -8
        - ▪ Provide school site professional development for teachers
        - ▪ Oversee usage
        - ▪ Teacher survey(s)
    - o Disseminate information and publicize The Walking Classroom through presentations, district website, twitter, emails, etc.
- Data Collection – usage of walk kits, teacher surveys, physical activity

KEY PERFORMANCE INDICATORS

Introduce and implement The Walking Classroom program in all K-8 school sites.

KEY PERFORMANCE ACTIONS

Action	Start / Stop	Evidence of Completion
Presentations to introduce The Walking Classroom to principals at Summer Learning Institute.	July 2023	Number of hours of PD. Number of participants.
Presentations to introduce The Walking Classroom to Wellness Champions back to	August 2023	Number of hours of PD. Number of participants.

school professional development.		
Professional Development for Academic Instructional Coaches	September 18, 2023	Number of hours of PD. Number of participants.
Equipment order	September 2023	Purchase Order and equipment received.
Equipment distribution	October 2023	Distribution guide and list
Link to Teacher's Guide	October 2023	Email link
Review the implementation process developed by AIC's at school sites.	October 2023 – June 2024	Email communications. Teams meeting. Site visits.
Disseminate information and publicize achievement about The Walking Classroom through presentations, district website, twitter, emails, etc.	August 2023 – June 2024	Dates of tweets and number of views. Update website. Communications via email or site visits for new school sites.
23 – 24 Budget		
Budget Impact: Indirect Costs, Grant Funding		

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.

23 – 24 FY Short Range Plan

Academics / CCR	Early College Academy / ECA Prep program
Submitted By: O'Keefe/Dr. Henning	**Date:** September 15, 2023

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

The Early College Academy Cohort for the Class of 2026 will increase participants from underrepresented schools by 15% while maintaining an overall cohort of 30 students.

DESCRIPTION OF PROGRAM / INITIATIVE

The Early College Academy program includes 11th and 12th graders who attend STLCC @ Forest Park fulltime free. Tenth graders with a 3.25 or better are invited to apply based on their GPA. They must then meet the college Accuplacer standards to be accepted. Some high schools continuously show underrepresentation in the program.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Continue marketing push with Social Media, school visits and school websites
- Work with selected schools to implement a Pre-Accuplacer training to be provided during the spring semester
- Provide Accuplacer practice test information to candidates
- Utilize present students as ambassadors to sell the program

KEY PERFORMANCE INDICATORS

- # of 10th grade students eligible to test
- # of 10th grade students meeting Accuplacer standards
- # of applicants
- # of accepted students
- # of students accepted from targeted schools

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Create report of eligible students based on GPA, meet with said students at each school	January 22, 2024 – February 9, 2024	List generated
Invite students interested to apply	February 20, 2024 – April 12, 2024	Applications
Accuplacer testing and retakes	February 26, 2024 – April 12, 2024	Test scores
Acceptances sent out	May 1, 2024	Acceptance notices

23 – 24 Budget

Budget Impact: GOB, Grant Funding

23 – 24 FY Short Range Plan

Academics/CCR	Graduate Follow-Up
Submitted By: Kruger/Dr. Henning	**Date:** September 15, 2023

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

The goal for the 2023-2024 school year is for 85% of 2024 graduates to be positively placed in post-secondary pathways no later than 180 days after graduation.

DESCRIPTION OF PROGRAM / INITIATIVE

Graduate Follow-Up supports efforts throughout the school year to guide and successfully place graduates in one of the "3 E's" – enrollment, employment, or enlistment – providing them with a greater opportunity for success.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Coordinate and monitor systems for tracking student progress towards one of the 3 E's
- Communicate with counselors and college advisors and develop school-level strategies to support students
- 180 days after graduation, coordinate with schools and district departments to identify the status of all class of 2024 graduates

KEY PERFORMANCE INDICATORS

- # and % of Positive Placements
- # and % of Positive/Incomplete Placements
- # and % of Non-Positive Placements
- # and % of No Contact Made

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Monthly meetings with HS counselors and college advisors to check in and support post-secondary plans for seniors	September 1, 2023 – May 17, 2024	Updated Trackers
District-wide support for college bound seniors	September 1, 2023 – May 17, 2024	ACT completion; FAFSA completion
Utilize Individual Career Academic Plans to plan for post-secondary life	September 1, 2023 – May 17, 2024	Completed ICAPs

23 – 24 Budget

Budget Impact: GOB, Grant Funding

23 – 24 FY Short Range Plan

Academics / CCR	Individual Career and Academic Plan (ICAP)
Submitted By: Winston/Henning	**Date:** September 15, 2023

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

90% of 8th grade students in St. Louis Public Schools will have a completed ICAP on file in the Missouri Connections database by the end of their 8th grade year.

DESCRIPTION OF PROGRAM / INITIATIVE

The Individualized Career and Academic Plan (ICAP) is a plan of study to guide students through the coursework and activities for achieving personal career goals, developing post-secondary plans, and providing individual pathway options. An ICAP is a multi-year process, beginning in the 8th grade, used to guide students and their families in the exploration of career, academic, and multiple post-secondary opportunities. SY22-23 375/1140 8th graders completed ICAPs for a completion rate of 33%.

STRATEGY TO ACCOMPLISH YOUR TARGET

1. Communicate explanation and importance of ICAP to secondary counselors
2. Develop and share a plan for ICAP implementation for secondary counselors
3. Develop an internal system for easy access to ICAPs with a focus on students promoting to ninth grade and students moving to other high schools
4. Support and monitor completion of 8th grade ICAPs

KEY PERFORMANCE INDICATORS

1. % of 8th grade students with ICAPs completed after 1st semester
2. % of 8th grade students with ICAPs completed after 2nd semester
3. % of 9th-12th grade students with updated ICAPs after 2nd semester

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Develop a timeline and implementation plan for ICAP and share with counselors	August 21, 2023 - December 16, 2023	Counselors upload completed ICAPs to District TEAMS Channel
Monitor the mid-year ICAP completion rate for 8th grade students	December 16, 2023	ICAP data from Missouri Connections and District TEAMS Channel
Provide support and guidance for secondary counselors as they guide students in the creation/revising of their ICAP	August 21, 2023 – May 23, 2024	Weekly counselor meetings, weekly counselor newsletter updates, and individual site visits
Collect and report final 8th grade ICAP completion numbers to the SLPS Core Data Team	May 31, 2024	Spreadsheet with final 8th grade ICAP data by middle school

23 – 24 Budget

Budget Impact: GOB, Grant Funding

23 – 24 FY Short Range Plan

Academics / CCR	Learn and Earn
Submitted By: McCoy/Dr. Henning	**Date:** September 15, 2023

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

Prepare, place and support 400 Seniors (up to 575 pending additional funding) from all SLPS HS during Feb-April in paid 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. 2021-2022 – 404 participants; 2022-2023 587 participants

STRATEGY TO ACCOMPLISH YOUR TARGET

- 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

- # of completed Job Readiness & Financial Literacy Training;
- # of interns placed; # of internships completed;
- # of interns completing milestones

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Facilitate and monitor completion of student registration.	September 1, 2023 – October 2, 2023	"Enrolled" status in Career Edge database
Plan and implement a pre-internship conference for up to 400 interns over 2 days with a focus on soft skills, financial empowerment, and job readiness.	January 4, 2024 – January 5, 2024	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.	January 2, 2024 – May 3, 2024	Time sheets submitted bi-weekly

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	February 2/1/2024 – May 1, 2024	Documented by Job Coach and CTE Instructor
23 – 24 Budget		
Budget Impact: GOB, Grant Funding		

23 – 24 FY Short Range Plan

Academics / CCR	ReThink Ed SEL
Submitted By: Speed/Dr. Henning	**Date:** September 15, 2023

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

75% of SLPS students will utilize the ReThink Ed platform during the 2023-24 school year by logging in to their account at least once each week from October 23, 2023 through May 23, 2024.

DESCRIPTION OF PROGRAM / INITIATIVE

ReThink Ed is our Social Emotional Learning (SEL) and mental health platform being rolled out in grades K-12 during the 2023-24 school year. SEL will be delivered by teachers and Mental Health lessons will be delivered by the school counselors and social workers.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Training provided to principals, school counselors, social workers, and teachers during the opening professional development weeks.
- Ongoing training and support will be provided throughout the course of the school year
- The SLPS technology team along with the ReThink Ed tech team will continue to work together on the integration of the program
- Our team will monitor the usage of the program and provide ongoing support to schools and educators

KEY PERFORMANCE INDICATORS

- Monthly monitoring of the percentage of use
- School year percentage of use

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Initial Training for Staff	July 24, 2023 – August 18, 2023	Meeting Notes and Agendas
Launch of Platform	September 5, 2023 – September 15, 2023	Platform Dashboard
Regularly scheduled Meetings with ReThink Ed Team	August 7, 2023 – May 24, 2024	Meeting Notes, Follow Up and Agendas
Ongoing Training and support for Staff (and students)	September 5, 2023 – May 24, 2024	Meeting Notes, Calendars, Agendas, Platform Dashboard

23 – 24 FY Short Range Plan

Academics / CTE	Career and Technical Education
Submitted By: Casey Donahue	**Date:** September 13, 2023

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

By the end of the 23-24 school year, the CTE team will increase overall IRC attainment by 10% in all programs.

DESCRIPTION OF PROGRAM / INITIATIVE

Each pathway within CTE has an industry-recognized credential (IRC) that corresponds to the work done in the courses and the skills needed to be successful in the workforce. Currently 65 students leave SLPS with one or more IRC's, we would like to increase that number to 72.

STRATEGY TO ACCOMPLISH YOUR TARGET

To accomplish our goal we will focus on three main areas:

1. Curriculum – review current curriculum, revise as needed to ensure IRC attainment.
2. Coaching – CTE staff will observe and coach all CTE teachers to prepare for IRC's. Walkthrough will focus on content area instruction as it relates to the IRC for that program.
3. Data – we will collect data on which IRC's are being used and feedback from the industry on how well these credentials prepare students. This will be done using surveys.

What: Curriculum, coaching, and data collection

How: Curriculum teams and meetings, PD and classroom walkthroughs, surveys

Who: CTE teachers and staff, students

Why: To increase teacher effectiveness and in turn, increase student readiness for college and careers after high school

KEY PERFORMANCE INDICATORS

1. All teachers have completed curriculum reviews that culminate in an IRC. Documents will be submitted and reviewed by CTE staff.
2. Each CTE staff member has conducted 4 observation/walkthrough cycles and provided feedback to teachers.
3. CTE programs have increased the overall number of IRC's taken and passed by 10%

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
PD will be focused on curriculum development and alignment across the district.	September 22, 2023 – curriculum development October 13, 2023 – curriculum peer review November 7, 2023 – curriculum revision January 2, 2024 – curriculum proposal 24-25	Every CTE course will have a fully developed curriculum that aligns with the pathway it resides in. Each pathway will culminate in an IRC.

	March 8, 2024 – evaluate IRC data	
Classroom walkthroughs will be completed quarterly to assess readiness for the IRC.	Cycles end on 10/6/2023, 11/17/2023, 2/16/2024, and 4/26/2024	CTE members will complete ad hoc forms in Frontline to provide coaching to each of our CTE teachers.
Data meetings will take place in conjunction with curriculum planning as it relates to IRC attainment	Final IRC data will be collected no later than May 31, 2024	IRC data collection will be complete and accurate.

23 – 24 Budget

Budget Impact: GOB, Grant Funding

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.

23 – 24 FY Short Range Plan

Professional Development / Culture and Climate	Bullying
Submitted By: Casetta Brown	**Date:** September 20, 2022

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.

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.

- 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.

- 90% of SIS Bullying Records are accurate, complete, and in compliance with school and state policies.

Action	Start / Stop Dates	Evidence of Completion
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	August 22, 2023 – June 23, 2024	Correction emails sent to school leaders; SIS Audit Records showing corrections took place; Accurate SIS Bullying Incident Records

completion if there has been an instance of bullying.		
23 – 24 Budget		
Budget Impact: Indirect Costs		

23 – 24 FY Short Range Plan

Professional Development / Culture and Climate	Culture and Climate
Submitted By: Casetta Brown	**Date:** September 27, 2023

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

By June 2024, the District Culture and Climate Committee will collaborate and 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 data-based 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

- Meet monthly
- 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

- All meeting agendas and framework 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

Action	Start / Stop Dates	Evidence of Completion
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 4. Develop and implement a district action plan	October 18, 2023	Committee agendas; Updated DSFI Action Plan; District Data Analysis
1. Attend monthly committee meetings 2. Collaborate and review districtwide data and procedures	January 17, 2024	Committee agendas; Updated DSFI Action Plan; District Data Analysis

3. Inform and create a more positive culture and climate across the district 4. Develop and implement a district action plan		
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 4. Develop and implement a district action plan	April 17, 2024	Committee agendas; Updated DSFI Action Plan; District Data Analysis
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 4. Develop and implement a district action plan	May 5, 2024	Committee agendas; Updated DSFI Action Plan; District Data Analysis
23 – 24 Budget		
Budget Impact: Indirect Costs		

23 – 24 FY Short Range Plan

Professional Development / Culture and Climate	Culture and Climate	
Submitted By: Casetta Brown	**Date:**	September 27, 2023

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

By June 2024, 90% of partnership schools will:

- 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 data-based 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 supports all 60 schools within SLPS, but strategically supports schools directly via school partnerships throughout the school year.

STRATEGY TO ACCOMPLISH YOUR TARGET

- Offer behavioral, data analysis and professional development support and coaching 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 data-based decisions and offer feedback on behavioral interventions and supports.

KEY PERFORMANCE INDICATORS

- All Focus Schools will have Student Support Teams in place
- All Focus Schools show growth on Action Plans

KEY ACTION STEPS

Action	Start / Stop Dates	Evidence of Completion
1. Attend monthly SST/LT meetings to guide and coaching using the TFI to implement strategies and	December 15, 2023	Meeting agendas, progress on the TFI and the school action plan; change within schools (behavioral and academic data).

progress on school action plans. 2. Facilitate professional development and staff coaching sessions as needed to implement best practices for SLPS schools.		
1. Attend monthly SST/LT meetings to guide and coaching using the TFI to implement strategies and progress on school action plans. 2. Facilitate professional development and staff coaching sessions as needed to implement best practices for SLPS schools.	March 29, 2024	Meeting agendas, progress on the TFI and the school action plan; change within schools (behavioral and academic data).
1. Attend monthly SST/LT meetings to guide and coaching using the TFI to implement strategies and progress on school action plans. 2. Facilitate professional development and staff coaching sessions as needed to implement best practices for SLPS schools.	May 10, 2024	Meeting agendas, progress on the TFI and the school action plan; change within schools (behavioral and academic data).
1. Attend monthly SST/LT meetings to guide and coaching using the TFI to implement strategies and progress on school action plans. 2. Facilitate professional development and staff coaching sessions as needed to implement best practices for SLPS schools.	June 30, 2024	Meeting agendas, progress on the TFI and the school action plan; change within schools (behavioral and academic data).

23 – 24 Budget
Budget Impact: Indirect Costs

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.

23 – 24 FY Short Range Plan

Academics / ECE	Kindergarten Readiness
Submitted By: Linda Smith	**Date:** September 18, 2023

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

By the end of the 2023-2024 school year, 90% of general education P4 students will meet kindergarten readiness indicators as measured by DRDP in the areas of approaches to learning-self regulation, social and emotional development, language and literacy development, and cognition, including math and science.

DESCRIPTION OF PROGRAM / INITIATIVE

Implementing a high-quality learning environment, teacher professional development, and intentional play-based instructional practices will improve student outcomes.

STRATEGY TO ACCOMPLISH YOUR TARGET

Strategy 1: Use a consistent form to implement instructional feedback walks in all general education Pre-K classrooms, give teacher and site level feedback, identify teachers who need additional support, and ultimately increase student outcomes.

Strategy 2: Ensure professional learning experiences are available to support teachers and teacher assistants in providing developmentally appropriate social emotional and academic experiences.

Strategy 3: Develop a strong Kindergarten transition plan that includes students, teachers, and parents to support families in understanding Kindergarten expectations and preparing students for Kindergarten.

KEY PERFORMANCE INDICATORS

- Increase DRDP scores for general education P4 students from Spring 2023 to Spring 2023 in ATL-REG and SEL by 5% and 1%, respectively.
- 95% of professional development surveys will reflect positively on participant experiences
- Increase readership of the Monday Memo by an average of 20% from May 2023 to January 2024

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Strategy 1: Implement instructional feedback walks		
Provide guidelines to teachers that establish universal Pre-K classroom expectations	August 2023	Document shared with teachers
Create an instructional feedback form and upload it to Frontline	September 30, 2023	Document uploaded to Frontline

Conduct instructional walk-throughs	August 2023 – June 2024	Data in Frontline
Provide support for identified staff	August 2023 – June 2024	Documented communication to teachers and AICs

Strategy 2: Ensure professional learning experiences are available to support teachers in providing developmentally appropriate social emotional and academic experiences

Develop a cohort-based PD plan that allows for teacher choice	August 2023	Cohort plans, EOI documents, and PD surveys
Implement monthly Lunch and Learn PD sessions	September 2023 – May 2024	Attendance numbers
Support teachers with information via the Monday Memo	August 2023 – May 2024	Weekly Monday Memo readership statistics

Strategy 3: Develop a strong Kindergarten transition plan

Create a working definition of kindergarten readiness, with input from stakeholders	January 3, 2024	Definition created and shared with stakeholders
Create a calendar with recommended resources for teachers	March 1, 2024	Document created and shared via Teams and in Monday Memo
Share information about how to support students during the transition period in writing with families	May 15, 2024	Information shared on the SLPS ECE website and via flyers
Host a virtual and in-person parent session with P4 and Kindergarten teachers	May 15, 2024	Attendance at meetings, parent feedback

23 – 24 Budget

Budget Impact: GOB

23 – 24 FY Short Range Plan

Academics / ECE	Early Childhood Registration
Submitted By: Linda Smith	**Date:** September 18, 2023

<table>
<tr><td colspan="3" style="background:yellow">S.M.A.R.T.I.E. GOAL</td></tr>
<tr><td colspan="3">By the end of the 2023-2024 fiscal year, 80% of families with Pre-K students will rate the registration process favorably as evidenced by a district survey.</td></tr>
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DESCRIPTION OF PROGRAM / INITIATIVE

To ensure retention of students, it is important that the registration process be streamlined and communicated to families in advance. Additionally, prioritizing early enrollment will decrease stress on families and staff and increase the number of families who enroll in SLPS ECE programs.

STRATEGY TO ACCOMPLISH YOUR TARGET

Strategy 1: Collaborate with the ECSE and ESOL Departments as well as the Magnet Office to streamline the registration process for P3 and P4 magnet and neighborhood schools.

Strategy 2: Increase communications to parents and the community regarding documents needed, enrollment events, and benefits of Pre-K.

Strategy 3: Collaborate with OIA to register both magnet and neighborhood schools at registration events at North, South, and Central locations

Strategy 4: Increase early registration in the PIIP program by 50% by focusing efforts on recruiting potential teens and staffing the centers.

KEY PERFORMANCE INDICATORS

- Number of students enrolled at neighborhood schools by June 30, 2024, will increase by 30% from June 30, 2023
- Number of students enrolled at magnet schools by June 30, 2024, will increase by 50% from June 30, 2023
- Number of students enrolled in the Parent Infant Interaction Program by June 30, 2024, will increase by 50% from June 30, 2023.
- 80% of parent surveys regarding the registration process will be favorable.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Strategy 1: Registration Process		
Identify documents required by the state of Missouri	October 31, 2023	Information shared on website and with Magnet offer letter
Collect qualitative feedback from stakeholders	October 2023 – June 2024	Updates made to process
Create a calendar for registration and share with	November 17, 2023	Calendar created

administrators and families via flyers, robo calls, and social media		
Track registration data and report on the number of filled and available seats	October 2023 – June 2024	Data form
Strategy 2: Marketing and Communications		
Communicate documents needed for registration with families	October 2023 – June 2024	Website updated; information communicated in printed form
Host 3 registration fairs: 1 north, 1 south, and 1 at the BOE	January 2024 – March 2024	Attendance and registration numbers
Prioritize historically hard-to-fill seats	October 2023 – June 2024	Monthly registration log
Collaborate with OAI on a media campaign and incentives	October 2023 – June 2024	Media campaign shared
Strategy 3: Magnet and Neighborhood Schools		
Collaborate with buildings and grounds to determine square footage of each pre-k classroom to ensure accurate capacity numbers	December 31, 2023	Document created
Establish a centralized registration process for all new Pre-K students	October 31, 2023	Information shared on the SLPS ECE website and via flyers
Establish a streamlined process for returning Pre-K students	December 31, 2023	Information shared on the SLPS ECE website and via flyers
Strategy 4: PIIP		
Collaborate with OIA to create flyers to share with prospective teen parents	March 31, 2024	Flyers created and distributed
Create an interest form and meet with prospective teens	March 31, 2024	Form created and distributed
Track registration data at both PIIP sites	October 2023 – June 2024	Data form
23 – 24 Budget		
Budget Impact: GOB		

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.

23 – 24 FY Short Range Plan

Academics / ESOL	ELL Family Engagement
Submitted By: Dr. Alla Gonzalez Del Castillo	**Date:** September 14, 2023

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

By the end of 2023-2024 school year, all ELL parents will feel empowered to support their child's learning as evidenced by ELL parent feedback and participation in ELL parent engagement opportunities.

2022-2023 Baseline Data:

# of participants at ELL parent meetings & events: 804

Bilingual Parent Library circulation statistics: 319

# of ELL parents completing 1 h Computer Literacy Classes: 54

# of ELL parents completing 20 h Computer Literacy Classes: 17

# of ELL parents completing E-mail set up sessions: 78

DESCRIPTION OF PROGRAM / INITIATIVE

To ensure ELL scholar 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 to engage in shared learning experiences with their child.

STRATEGY TO ACCOMPLISH YOUR TARGET

Strategy #1: The ESOL Office will conduct 4 ELL parent meetings to raise ELL parent awareness about the educational system in the US, SLPS schools in particular.

Strategy #2: The ESOL Office will conduct ELL family events to provide ELL parents with opportunities to engage in shared learning with their child.

Strategy #3: The ESOL Office will facilitate the usage of district bilingual parent library among ELL families to support literacy development in their first language and English.

Strategy #4: The ESOL Office will facilitate the usage of ELL family media center to support ELL families in connecting with the district through technology.

KEY PERFORMANCE INDICATORS

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

- # of participants at each ELL parent meetings & event;
- ELL parent feedback;
- Bilingual Parent Library circulation statistics;
- # of ELL parents completing 1 h Computer Literacy Classes;
- # of ELL parents completing 20 h Computer Literacy Classes
- # of ELL parents completing E-mail set up sessions.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion

Strategy #1: The ESOL Office will conduct 4 ELL parent meetings to raise ELL parent awareness about the educational system in the US, SLPS schools in particular.

Identify content for each ELL Parent Meeting	August 21, 2023	Content for each meeting is identified.
Create a calendar for ELL parent engagement events, share it with ELL parents and district staff	August 21, 2023	ELL Parent Engagement Calendar is shared on the district website and in the ESOL Office.
Prepare the session in English and share with access team to ensure message consistency	August 21, 2023 – June 2024	PPT and notes are prepared for each parent meeting.
Post information about ELL parent meetings on the website, share with ELL parents via flyers, robo calls, personal invitation via monthly positive phone calls	August 21, 2023 – June 2024	Information is shared on the website, via flyers, in Teams, via robo calls and positive phone calls.
Collect parent feedback and use it to plan future parent events	August 21, 2023 – June 2024	Feedback from each session is submitted and reviewed.
Track and report on the number of participants	August 21, 2023 – June 2024	ESOL Office KPIs include ELL parent engagement data for each month.

Strategy #2: The ESOL Office will conduct ELL family events to provide ELL parents with opportunities to engage in shared learning with their child.

Identify content for each ELL Family Engagement Event (Math Hour, STEM Hour, Bake-a-Book, Create & Tell)	August 21, 2023	Content for each event is identified.
Add family engagement opportunities to the ELL parent engagement calendar	August 21, 2023	ELL Parent Engagement calendar is created to include all parent events for the year.
Determine the format and prepare parent engagement activities	August 21, 2023 – June 2024	Resources and supplies are prepared for each parent engagement activity.
Train all staff involved to ensure consistency within all language groups	August 21, 2023 – June 2024	Training completion
Post information about ELL parent engagement events on the website, share with ELL parents via flyers, robo	August 21, 2023 – June 2024	Information is shared on the website, via flyers, in Teams, via robo calls, and positive phone calls.

calls, and personal invitation via monthly positive phone calls		
Strategy #3: The ESOL Office will facilitate the usage of district bilingual parent library among ELL families to support literacy development in their first language and English.		
Collaborate with schools to promote district Bilingual Parent Library and the importance of reading bilingual books	August 21, 2023 – June 2024	Information is shared with ESOL teachers.
Collaborate with schools to promote district bilingual parent library subscription services	August 21, 2023 – June 2024	List of ELL families participating in the district bilingual library subscription services
Collaborate with elementary ESOL center schools to inventory their mobile bilingual book shelves and provide replacement materials, as needed	September 2023 – December 2023	Each elementary ESOL center schools has an updated bilingual book collection.
Create mobile bilingual book shelves for secondary ESOL center schools and distribute them to schools	December 2023 – January 2024	Each secondary ESOL center school receives a mobile bilingual book shelf.
Track district bilingual parent library circulation statistics	August 21, 2023 – June 2024	ESOL Office KPIs include bilingual parent library circulation statistics.
Strategy #4: The ESOL Office will facilitate the usage of ELL family media center to support ELL families in connecting with the district through technology.		
Develop a schedule for 1 hour Computer Literacy Classes and share it with ELL families and school staff	August 2023	Completed schedule
Conduct 1 hour Computer Literacy Classes	August 21, 2023 – June 2024	ESOL Office KPIs include data for 1 hour Computer Literacy Classes.
Schedule and conduct 20-hour Computer Literacy Classes for ELL parents	August 21, 2023 – June 2024	ESOL Office KPIs include data for 20-hour Computer Literacy Classes.
Schedule and conduct E-mail set up sessions with ELL parents	August 21, 2023 – June 2024	ESOL Office KPIs include data for E-mail set up sessions.
23 – 24 Budget		

Budget Impact: GOB, Grants

23 – 24 FY Short Range Plan

Academics / ESOL	ELL Instruction
Submitted By: Dr. Alla Gonzalez Del Castillo	**Date:** September 18, 2023

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

By the end of the 2023-2024 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%.
2022-2023 Baseline Data:
Progress: 64%
DESE expected progress: 24%
DESE expected proficiency: 2%

DESCRIPTION OF PROGRAM / INITIATIVE

The ESOL Office will promote ELL 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: The ESOL Office will provide instructional guidance and support to ESOL center schools to facilitate strong Tier I instruction.
Strategy #2: The ESOL Office will provide instructional guidance and support to ELLs in non-center schools to facilitate language development and content acquisition.
Strategy #3: The ESOL Office will provide instructional supports for potential ELLs in PreK to facilitate language development.
Strategy #4: The ESOL Office will provide guidance and support to district staff in data collection and data analysis to make informed decisions about ELLs.
Strategy #5: The ESOL Office will provide guidance and support to district students applying for the Seal of Biliteracy and Pathways to Biliteracy, identify and recognize students meeting award requirements.

KEY PERFORMANCE INDICATORS

Evidence of effort (cause data)
- # of ESOL walkthroughs
- # of ESOL coaching cycles
- # of coaching conversations
- # of other instructional supports

Evidence of impact (effect data)
- % of ELLs making progress in learning English (ACCESS)
- % of ELLs reaching proficiency in English (ACCESS)
- % of ELLs showing progress in Speaking and Writing (ELL Progress Monitoring tasks)

KEY PERFORMANCE ACTIONS

Actions	Start / Stop Dates	Evidence of Completion

Strategy #1: The ESOL Office will provide instructional guidance and support to ESOL center schools to facilitate strong Tier I instruction.

Ensure that all ESOL center schools identify all ELL students and provide services based on individual language development needs	August 2023 –September 2023 October 2023 – June 2024	ESOL teacher schedules will include all ELLs receiving services.
Collaborate with ESOL teachers and school leadership teams at each ESOL center school to support ELL Plan development and implementation	August 2023 –September 2023 October 2023 – June 2024	The ESOL coordinator will provide feedback during the development of ELL plan and support implementation throughout the year.
Develop and conduct cohort professional development sessions for ESOL teachers	August 2023 –June 2024	Power Point slides and/or learning guide for each PD session
Develop and conduct ELL professional development for school leaders	August 2023	Power Point slides and/or learning guide for each PD session
Facilitate implementation of Co-teaching for ELLs (training pathways, ongoing support)	August 2023 –June 2024	Co-Teaching training deliverables
Facilitate SIOP (Sheltered Instruction Observation Protocol) training for district teachers working with ELLs	August 2023 –June 2024	SIOP training certificates
Provide instructional feedback and coach ESOL teachers in ESOL center schools to strengthen Tier I instruction	August 2023 –June 2024	Weekly evidence of impact data
Maintain communication with principals around ESOL instruction and expectations	Quarterly	Quarterly reports are sent to principals

Strategy #2: The ESOL Office will provide instructional guidance and support to ELLs in non-center schools to facilitate language development and content acquisition.

Identify ELL students in non-center schools and provide services based on individual	August 2023 –September 2023 October 2023 – June 2024	Itinerant teacher schedules will include all ELLs receiving services.

language development needs		
Develop resources and provide support to classroom/content teachers in non-center schools	Ongoing	Shared instructional resources and communication about students and families
Provide instructional feedback and coach ESOL teachers in non-center schools	Ongoing	Weekly evidence of impact data
Establish and maintain communication with principals around ESOL instruction and expectations	Beginning of the year and quarterly	Principals will receive data slides at the beginning of the year and quarterly updates thereafter.

Strategy #3: The ESOL Office will provide instructional supports for potential ELLs in PreK to facilitate language development.

Identify potential ELLs in ESOL center schools	August 2023 –September 2023 October 2023 – June 2024	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	A resources binder and a basket with bilingual books will be shared with each PreK classroom with ELLs.

Strategy #4: The ESOL Office will provide guidance and support to district staff in data collection and data analysis to make informed decisions about ELLs.

Screen all potential ELLs for ELL identification	Within the first 30 days of school and 10 days after enrollment thereafter	Eligibility is determined based 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-February	All ELLs receiving services will participate.
Administer and score ELL Progress Monitoring Tasks	Quarterly	ELL Progress Monitoring Data Tracker completion at each

		school, district ELL Progress Monitoring Data Tracker
Support ESOL teachers with using ELL Progress Monitoring data to inform instruction	Ongoing	ESOL teachers develop instructional plans based on the ELL Progress Monitoring data.
Support and monitor ESOL teachers with ELL Portfolio	Ongoing	Student portfolios updated quarterly with current ELL Progress Monitoring data for all ELLs receiving services.
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 2023 –September 2023 October 2023 – June 2024	ELL coordinators will review x-files and teachers' schedules at the beginning of the year and will monitor monthly.
Strategy #5: The ESOL Office will provide guidance and support to district students applying for the Seal of Biliteracy and Pathways to Biliteracy, and identify and recognize students meeting award requirements.		
Share requirements and timeline for the Seal of Biliteracy and Pathways to Biliteracy applications	October 2023	Information posted on the district website, in newsletters, on Teams
Collaborate with school counselors, ESOL and foreign language teachers to support student applications for the Seal of Biliteracy and Pathways to Biliteracy	October 2023 – March 2024	Resources are provided to students and staff (application packets, game boards).
Review completed game boards and applications, administer assessment and/or evaluate portfolios	March 2024 – May 2024	Completed assessments, portfolios, game boards
Add the Seal of Biliteracy to student transcripts in SIS	April 2024 – May 2024	The Seal of Biliteracy is marked in SIS.
23 – 24 Budget		
Budget Impact: GOB, Grants		

23 – 24 FY Short Range Plan

Academics / ESOL	Language Access
Submitted By: Dr. Alla Gonzalez Del Castillo	**Date:** September 14, 2023

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

By the end of 2023-2024 school year, the number of SLPS staff engaging in meaningful communication with ELL families using appropriate language access services will increase as evidenced by the number of language access support cases provided.

2022-2023 Baseline Data:

# of language access supports provide by SLPS language access team: 16,961
# of language access supports provide by contractual vendors: 1,325
# of documents translated: 228
# of robo calls recorded in multiple languages: 60

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: The ESOL Office will provide translations of district-wide documents and forms and facilitate the use of the district library of translated documents and forms among district staff to ensure meaningful communication with ELL parents.

Strategy #2: The ESOL Office will provide interpretation during meetings and phone calls to support meaningful communication between SLPS staff and ELL parents.

Strategy #3: The ESOL Office will record district-wide and site-specific robo calls in multiple languages to support meaningful communication between SLPS staff and ELL parents.

Strategy #4: The ESOL Office will provide professional development to district staff to address the requirement for meaningful communication with ELL parents and the availability of language access services and supports in SLPS.

Strategy #5: The ESOL Office will facilitate the development and usage of the ELL family directory to support SLPS staff efforts of meaningful communication with ELL parents.

Strategy #6: The ESOL Office will provide bilingual staff training to ensure schools meet requirements for trained and competent interpreters.

KEY PERFORMANCE INDICATORS

- # of language access supports (student-initiated, parent-initiated, staff-initiated);
- # of translated district documents;
- # of robo calls recorded in multiple languages;
- # of cases of telephonic interpretation;
- # of bilingual staff trained.

KEY PERFORMANCE ACTIONS

Actions	Start / Stop Dates	Evidence of Completion

Strategy #1: The ESOL Office will provide translations of district-wide documents and forms and facilitate the use of the district library of translated documents and forms among district staff to ensure meaningful communication with ELL parents.		
Share the process for requesting translations with district staff	August 21, 2023 – September 15, 2023	The process for requesting translations is posted on the district website, shared in the Academic Excellence Newsletter, and is reviewed at all ESOL center schools during annual language access PD.
Review district library of translated documents to ensure all translations represent current document versions, update translations, as needed	August 21, 2023 – September 15, 2023	District library of translated documents and forms includes translations relevant to current school year.
Add new translated documents to the district library of translated documents, when applicable	August 2023 – June, 2024	Any new translation that district staff should have access to is added to the district library of translated documents and forms.
Track and report on the number of documents translated	August 2023 – June, 2024	The data on the number of translated documents in included on the ESOL Office KPIs.
Strategy #2: The ESOL Office will provide interpretation during meetings and phone calls to support meaningful communication between SLPS staff and ELL parents.		
Share the process for requesting interpretation supports through the district language access team	August 21, 2023 – September 15, 2023	The process for requesting/accessing interpretation support is posted on the district website, shared in the Academic Excellence Newsletter, and is reviewed at all ESOL center schools during annual language access PD.
Provide each school with access to telephonic interpretation to be used for languages not available within the district language access team and after hours	August 1, 2023 – August 21, 2023	The telephonic interpretation access information is shared with schools and key district departments that communicate with parents (Technology, Student Support

		Services, Transportation, ECE, etc.).
Monitor the use of telephonic interpretation	August 2023 – June 2024 (monthly)	Telephonic interpretation usage is reviewed on a monthly basis and follow up is provided, when needed.
Track and report on interpretation supports provided.	August 2023 – June 2024 (monthly)	ESOL Office KPIs include language access data for each month.
Strategy #3: The ESOL Office will record district-wide and site-specific robo calls in multiple languages to support meaningful communication between SLPS staff and ELL parents.		
Share the process for requesting robo calls with district staff	August 21, 2023 - September 15, 2023	The process for requesting robo calls is posted on the district website, shared in the Academic Excellence Newsletter, and is reviewed at all ESOL center schools during annual language access PD.
Train new ESOL staff on robo call recording	August 1, 2023	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 data on robo call recordings.
Strategy #4: The ESOL Office will provide professional development to district staff to address the requirement for meaningful communication with ELL parents and the availability of language access services and supports in SLPS.		
Develop language access training	July 24, 2023 – August 1, 2023	Completed training module
Schedule annual language access training for key district stakeholders (school leaders, ESOL center schools, social workers, counselors, FCSs)	August 1, 2023	Language access training is scheduled for each ESOL center school and key other groups.
Conduct annual language access training	August 15 – October 13	Padlet outlining language access commitment and sign in sheets
Strategy #5: The ESOL Office will facilitate the development and usage of the ELL family directory to support SLPS staff efforts of meaningful communication with ELL parents.		

Share the purpose of ELL Family Directory with ESOL teachers and school leaders, provide a template and a sample	August 21, 2023	Information is shared in the ESOL Teacher Expectations for Quarter 1 and during language access PD.
Follow up with ESOL center schools to ensure ELL Family Directories are initiated and are maintained throughout the year	August 2023 – June 2024	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	August 2023 – June 2024	All staff members requesting language access support without knowing which language is needed are referred to the ESOL Family Directory for their site.
Strategy #6: The ESOL Office will provide bilingual staff training to ensure schools meet requirements for trained and competent interpreters.		
Develop a training module for site-based, bilingual staff who school leaders may ask to interpret for ELL families at their school	August 21, 2023	Completed training module
Collaborate with school leaders to identify bilingual staff in need of training	September 2023 – October 2023	Completed form listing staff names, roles, and languages
Conduct annual bilingual staff training	October 2023 – November 2023	Nearpod Time to Climb and sign in sheets
Track bilingual staff who complete the training	August 2023 – June 2024	Completed tracker
23 – 24 Budget		
Budget Impact: GOB		

GIFTED AND TALENED
MISSION STATEMENT

St. Louis Public Schools Gifted and Talented team ensures a transparent and equitable identification process. We provide a learning community, which maximizes the potential and unique capabilities of all gifted learners.

Vision: To prepare gifted scholars for an ever-changing world, gifted instruction involves real-world-inquiry-based experiences that foster curiosity and creativity, critical thinking and problem-solving.

23 – 24 FY Short Range Plan	
Academics / Gifted and Talented Office	**Gifted Education**
Submitted By: Kortney Arveseth, Tashandra McFarland, Laura Link, Jana Flynn, Maye Bryant	**Date:** October 17, 2023

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

100% of gifted identified scholars will receive gifted instruction utilizing a Project-Based instructional delivery model. By the end of the 23-24 school year, all gifted resource scholars will have successfully completed 4 PBL units as evidenced by the project rubric and quarterly progress reports.

DESCRIPTION OF PROGRAM / INITIATIVE

- All KG – 8th students identified as gifted eligible on or before 7-31-23 are currently receiving gifted services either through full-time gifted classrooms/schools or through the gifted resource room model (150 minutes per week)
- All gifted resource teachers are utilizing a PBL framework to deliver gifted instruction. Click here for the scope and sequence.

STRATEGY TO ACCOMPLISH YOUR TARGET

The Gifted Education Specialists (GES) will submit quarterly PBL units and publish the quarterly Scope and Sequence document. GES will draft, peer-review, and finalize both documents. GES will do this for families, students, and staff. This is being done to make the program transparent and equitable.

KEY PERFORMANCE INDICATORS

For both PBL Units & Scope and Sequence
1. Initial ideas and rubrics
2. First draft
3. Peer-review
4. Final draft
5. Publication

KEY PERFORMANCE ACTIONS

Actions	Start / Stop Dates	Evidence of Completion
Initial PBL/Scope and Sequence ideas	Q2: Sept. 29 Q3: Dec. 1 Q4: Feb. 23	Post initial ideas in Teams.
First Draft PBL/Scope and Sequence	Q2: Oct. 2-5 Q3: Dec. 4-7 Q4: Feb. 26-29	First draft posted to Teams
Peer review PBLs/Scope and Sequence	Q2: Oct. 6 Q3: Dec. 8	Meet as a team at Central Office

	Q4: Mar. 1	
Final draft PBLs/Scope and Sequence (Send to Ms. Mitchell)	Q2: Oct. 13 Q3: Dec. 19 Q4: Mar. 8	Post final documents to Teams. Ms. Mitchell will upload to website.
23 – 24 Budget		
Budget Impact: GOB		

23 – 24 FY Short Range

Academics/ Gifted and Talented Office	**Program Name:** The Office of Gifted Education
Submitted By: Cynthia Cunnigham Tracy Wolff Kim Jackson	**Date:** September 22, 2023

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

To work towards equitable representation in the gifted program for the school year 2023-2024, all 2nd-grade students will undergo Universal Gifted Screening using the Naglieri Nonverbal Ability Test (NNAT3).

DESCRIPTION OF PROGRAM / INITIATIVE

- The NNAT3 is a nonverbal measure of general ability, ideal for use with a diverse student population.
- Requires no spoken or written language, making it useful for students who are non-English speakers, intermediate English speakers, and students learning English for the first time.

STRATEGY TO ACCOMPLISH YOUR TARGET

1. Order the NNAT.
2. Send platform to technology for rostering.
3. Schedule the test administration dates and notify each school.
4. Psychological examiners go to out to schools to administer the test.
5. Identify students who scored in 73rd percentile or higher for further testing.
6. Schedule make ups and additional testing for identified students.
7. Send out permission slips for students requiring further testing.
8. Go out to schools and administer make-up tests, cognitive and academic testing (if needed).
9. Process test results and send reports to parents.

KEY PERFORMANCE INDICATORS

1. Complete NNAT-3 screening of all second-grade students who have not been previously identified as gifted.
2. Ensure that NNAT-3 is accessible to all students including those with disabilities and language barriers.
3. Evaluate and report the results of NNAT-3 screening to all stakeholders within specific time limits.
4. Aim for equitable distribution of 20 % identified gifted students across different demographic groups, ensuring fair representation.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Date	Evidence of Completion
Order NNAT	September 2023	NNAT available for use

Send to technology for rostering	October 2, 2023- October 13, 2023	Test uploaded onto iPads
Schedule test administration dates and notify schools	October 2, 2023 – October 13, 2023	Schedule completed and emails sent to schools
Administration of test in schools by psychological examiners	October 16, 2023 – November 6, 2023	Students complete test on iPads
Identify students for further testing	November 6, 2023 – November 10, 2023	Results evaluated to identify students requiring further testing.
Schedule make ups and additional testing for identified students	November 6, 2023 – November 10, 2023	Schedule completed
Send out permission slips for students requiring additional testing	November 6, 2023 – November 10, 2023	Permission slips emailed to principals at schools
Go out to schools and administer make up tests and cognitive (academic) tests.	November 13, 2023 – March 15, 2024	Make ups administered and cognitive (academic) tests administered
Process test results and send reports to parents for students who were administered cognitive (academic) testing	November 13, 2023 – March 29, 2024	Tests scored and results emailed to parents.
23 – 24 Budget		
Budget Impact: GOB		

23 – 24 FY Short Range Plan

Academics / Gifted and Talented Office	Universal Screening
Submitted By: Cynthia Cunningham, Tracy Wolff Kim Jackson	**Date:** September 22, 2023

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

To work towards equitable representation in the gifted program for the school year 2023-2024, all 2nd-grade students will undergo Universal Gifted Screening using the Naglieri Nonverbal Ability Test (NNAT3).

DESCRIPTION OF PROGRAM / INITIATIVE

NAT3 is a nonverbal measure of general ability, ideal for use with a diverse student population.
es no spoken or written language, making it useful for students who are non-English speakers,
ediate English speakers, and students learning English for the first time.

STRATEGY TO ACCOMPLISH YOUR TARGET

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latform to technology for rostering.
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y students who scored in 73rd percentile or higher for further testing.
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ut permission slips for students requiring further testing.
t to schools and administer make-up tests, cognitive and academic testing (if needed).
s test results and send reports to parents.

KEY PERFORMANCE INDICATORS

Complete NNAT-3 screening of all second-grade students who have not been previously identified as gifted.
Ensure that NNAT-3 is accessible to all students including those with disabilities and language barriers.
Evaluate and report the results of NNAT-3 screening to all stakeholders within specific time limits.
Aim for equitable distribution of 20 % identified gifted students across different demographic groups, ensuring fair representation.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Order NNAT	September 2023	NNAT available for use
Send to technology for rostering	October 2, 2023- October 13, 2023	Test uploaded onto iPads

Schedule test administration dates and notify schools	October 2, 2023 – October 13, 2023	Schedule completed and emails sent to schools
Administration of test in schools by psychological examiners	October 16, 2023 – November 6, 2023	Students complete test on iPads
Identify students for further testing	November 6, 2023 – November 10, 2023	Results evaluated to identify students requiring further testing.
Schedule make ups and additional testing for identified students	November 6, 2023 – November 10, 2023	Schedule completed
Send out permission slips for students requiring additional testing	November 6, 2023 – November 10, 2023	Permission slips emailed to principals at schools
Go out to schools and administer make up tests and cognitive (academic) tests.	November 13, 2023 – March 15, 2024	Make ups administered and cognitive (academic) tests administered
Process test results and send reports to parents for students who were administered cognitive (academic) testing	November 13, 2023 – March 29, 2024	Tests scored and results emailed to parents.
23 – 24 Budget		
Budget Impact: GOB		

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.

23 – 24 FY Short Range Plan

Academics / Operations	Fiscal Management
Submitted by: Terrance Bullock	**Date:** October 5, 2023 revised

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

Academic Office will follow the basic tenet (principle) of financial sustainability. Purchase Order Lifecycle Management Targets: 2nd level of approval, 1 – 2 days turnaround, 3rd level and above 5 -7 days turnaround. Agreements Lifecycle Closeout Management (submittal of performance report inclusive) Target: within 1 week of the receipt of the final invoice. Budget Transfers Lifecycle Management Targets: 2nd level of approval, 1 – 2 days turnaround, 3rd level and above 5 -7 days turnaround. 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. The Fiscal Management Goal is in support of augmenting the Districts efforts towards successful academic achievement of all children that attend SLPS, during 23 – 24 FY.

DESCRIPTION OF PROGRAM / INITIATIVE

The Fiscal Management Program of the Academic Office (guided by the basic tenet of financial sustainability), provides expertise and fiscal management tools and practices within the Academic Office, and (via collaboration) to school staff and Principals.

STRATEGY TO ACCOMPLISH YOUR TARGET

(1) Collaboratively create / revise sound fiscal management practices and tools that are relevant to the Academic Office programs in support of operational effectiveness. The tools will be used to assist in the effective management of the performance of Contractual Vendors and MOU Partners. Operational practices and procedures will be implemented to support the fiscal needs and operational capacity of the Academic Office.

(2) Provide Coaching support to Academic Office Board Resolution Submitters. This overall strategy augments the Academic Office efforts to successfully support all children that attend SLPS during 23 – 24 FY.

KEY PERFORMANCE INDICATORS

Quantative:

- Agreements Lifecycle Closeout Management (Operations Coordinator will work with Academic Staff to ensure that invoices and performance reports will be processed within 1 week of the receipt of the final invoice).
- Requisition / Purchase Order Lifecycle Management (Operations Coordinator will approve requisitions with a Target: 1 – 2 days; Operations Coordinator will track and work with Upper Level Approvers to approve requisitions with a targeted 5 – 7 days turnaround process for requisitions to purchase orders).
- Budget Spend Management (Operations Coordinator will work with Academic Office staff via monitoring and Monthly Directors Budget Meetings to meet the following targets, 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).

- Budget Transfers Lifecycle Management Targets: 2nd level of approval, 1 – 2 days turnaround, 3rd level and above 5 -7 days turnaround.

Process:

- Provide a quality (clear, specific and achievable goal driven) workshop that would facilitate the number of "revised" drafts to a minimum of one / maximum of two per submitter during 23 – 24 FY.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Operations Coordinator conducts one to one monthly collaborative meetings with Academic Directors to review metrics: • Purchase Order Lifecycle Management, Agreements Lifecycle Closeout management (submittal of performance report inclusive), Budget Transfers Lifecycle Management, and Budget Spend Management. • Identify gaps, and determine how to bridge the gaps	August 1, 2023 – June 6, 2024	Purchase order Lifecycle, Agreements Management Lifecycle, Budget transfers Lifecycle, Budget Spend Management targeted results are validated by BusinessPLUS PO and BU reports).
Operations Coordinator conducts Bi-weekly monitoring of agreements Meetings with Directors: • Invoicing status • Contract performance report (end of contract) • Closing out Contract Requisition / Purchase Orders	August 1, 2023 – June 6, 2024	Purchase order Lifecycle, Agreements Management Lifecycle (Invoicing included), targeted results are validated by BusinessPLUS PO and BU reports).
Monthly quality checking proposed Board Resolutions: • Content • Funding availability • performance reports, contracts • Identify gaps, and determine how to bridge the gaps	August 1, 2023 – June 6, 2024	Completed Resolution Templates, CAO signoff on Completed Resolution Templates, Published Board Meetings Agenda

23 – 24 Budget

Budget Impact: Indirect costs

23 – 24 FY Short Range Plan

Academics / Operations	Operational Plan
Submitted By: Terrance P. Bullock	**Date:** October 5, 2023

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

The goal of the Operational Plan (planning process inclusive) is to coordinate the different divisions and resources within the Academic Office to ensure the whole department is assigning due dates for tasks, measuring goals for success, reporting on issues and collaborating effectively towards the attainment of Student Focus Outcomes and SMART Goals identified within the Districts (CSIP) Transformation Plan 4.0. The critical target for success for the Operational Plan Goal is focused on the 3rd Quarter with an expectation for evidence of completion, Key Performance Actions (KPAs) to be at a minimum 75% completed (validation will take place during Directors / CAO 1:1 monthly meetings). The Operational Plan Goal is in support of augmenting the Districts efforts towards successful academic achievement of all children that attend SLPS, during 23 – 24 FY.

DESCRIPTION OF PROGRAM / INITIATIVE

The Operational Plan is designed for the Academic Office to help the District successfully achieve its strategic goals by connecting the Academic Office staff, their individual tasks and activities to the District's Strategic Goals / Student Focus Outcomes.

STRATEGY TO ACCOMPLISH YOUR TARGET

Academic Office Operations will facilitate a process of operational planning which supports Academic Office Leadership clarify organizational goals, define responsibilities, define daily tasks, and define activities in detail. Divisions within the Academic Office will collaborate in identifying and implementing processes, which support the District vision of increasing student achievement. The portfolio of short-range plans within the Operational Plan will have an intentional focus on supporting the efforts of facilitating successful student outcomes for all students that attend SLPS in FY 23 – 24**.**

KEY PERFORMANCE INDICATORS

- Complete the Review of 22 – 23 FY Final End – Of – Year KPI Progress Monitoring Report
  - Completed KPIs, Completed Action Steps, Action Steps implemented with Challenges
- Successful development of 23 – 24 FY Academic Office Short Range Plans for all Departments
- Successful development of 23 – 24 FY Operational Plan

- o Include Short Range Plans from all Departments
    - o Include development tools (posted and available via PMO Team Page / progress monitoring (strategic gap analysis tool / KPI progress monitoring tool)
- 2nd Quarter applicable Short range plans Key Performance Actions (KPAs) are started / implemented (validation will take place during Directors / CAO 1:1 monthly meetings
- End of 1st Semester Quarter KPI Progress Monitoring Report is released and reviewed
    - o KPAs and KPIs that are scheduled for completion, will meet the requirements for completion and completion of evidence will available
- 3rd Quarter applicable Short range plans evidence of completion, Key Performance Actions (KPAs) will be at a minimum 75% completed (validation will take place during Directors / CAO 1:1 monthly meetings)
- End of Year KPI Progress Monitoring Report is released and reviewed
    - o KPAs and KPIs that are scheduled for completion, will meet the requirements for completion and evidence of completion will be available
        - ▪ Targeting 100% completion rate

KEY PERFORMANCE ACTION

Action	Start / Stop Dates	Evidence of Completion
Compile and analyze the KPA / KPI progress related data for inclusion in the 22 – 23 FY Final End – Of – Year KPI Progress Monitoring Report	August 28, 2023 – September 5, 2023	22- 23 FY Final End – Of – Year Report
Develop the Orientation / Calibration Presentation and conduct the Orientation and Calibration Teams Meeting for the Academic Staff	September 11, 2023	Conducted Teams Meeting / copies of Agenda, Presentation and attachments posted on Teams page
Provide support and assistance to Academic Staff in developing the 23 – 24 FY Academic Office Short Range Plans for all Departments	September 12, 2023 – September 18, 2023	Short Range Plans posted on Teams Page
Operations Coordinator and CAO review the Posted Short Range Plans, for clarity (SMARTIE Goals, Strategy, KPAs, KPIs) and missing required information	September 18, 2023 – September 28, 2023	Posted Plans are reviewed and suggestions provided to Plan Owners

Operations Coordinator design (define goals and benefits, map out the Gallery Walk), and conduct (identify areas of short range plans that need improvement, and provide suggestion) the Peer to Peer Review Workshop for the Academic Team	September 29, 2023	Work Session delivered, input is recorded and shared with Plan Owners
Plan Owners Revise Operations Short Range Plans based on Peer-to-Peer Reviews input. Academic Plan owners revise their Short Range Plans based on Peer-to-Peer Reviews input.	September 29, 2023 – October 6, 2023	Revision input is assimilated in short range plans by Owners and Revised Plans are posted to Teams Page
Academic Plan Owners review their Short Range Plans with the CAO for calibration during individual Goal Setting meetings	October 3, 2023 – October 18, 2023	
Operations Coordinator will frame the outline of the Operational Plan. Compile and create the Portfolio of Short Range Plans for assimilation within the Operational Plan	October 12, 2023 – October 18, 2023	Operational Plan is created (Short Range Plans, Tools, Governance Framework included
Operations Coordinator will distribute / post Operational Plan to www.slps.org	October 20, 2023	Operational Plan is distributed and Posted to the www.slps.org website
CAO will conduct Monitoring of Short Range Plan results Meetings (Directors / CAO 1:1 Monthly **Meetings**	October 20, 2023– December 31, 2023	Monthly Directors / CAO 1:1 Meetings next step reports
Operations Coordinator will provide KPA coaching to Plan Owners (on an as needed / requested basis)	October 16, 2023– December 31, 2023	Completed Strategic Gap Analysis Template

Operations Coordinator will compile and analyze the KPA / KPI progress related data for inclusion in the End of 1st Semester KPI Progress Monitoring Report	December 15. 2023 – December 20, 2023	Completed KPI Progress Monitoring Report is discussed during ALT Meeting
Operations Coordinator Distributes / post 1st Semester Progress Monitoring Report	December 20, 2023	1st KPI Progress Monitoring Report is posted to www.slps.org
CAO will conduct Monitoring of Short Range Plan results Meetings (Directors / CAO 1:1 Monthly Meetings	January 3, 2024 – May 23, 2024	Monthly Directors / CAO 1:1 Meetings next step reports
Operations Coordinator will provide KPA coaching to Plan Owners (on an as needed / requested basis)	January 3, 2024 – May 23, 2024	Completed Strategic Gap Analysis Template
Operations Coordinator will compile and analyze the KPA / KPI progress related data for inclusion in the EOY KPI Progress Monitoring Report EOY KPI Progress Monitoring Report review	May 27, 2024	KPI Progress Monitoring Report is discussed during ALT Meeting
Operations Coordinator Distributes / post EOY KPI Progress Monitoring Report	June 15, 2024	Final KPI Progress Monitoring Report is posted to www.slps.org
23 – 24 Budget		
Budget Impact: Indirect Costs		

23 – 24 FY Short Range Plan

Academics / Operations	Process Management
Submitted By: Terrance P. Bullock	**Date:** October 5, 2023 revised

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

The Academic Office will design and implement a process management system (based on ISO 9001), that aligns with the operational plan goals; educate Academic Office staff so that they will manage key processes effectively. The critical target for success for the Process Management Goal is focused on the 4th quarter, Customer Surveys with an expectation of Customer satisfaction scores targeted between 85% - 100%. The Process Management Goal is in support of augmenting the Districts efforts towards successful academic achievement of all children that attend SLPS, during 23 – 24 FY.

DESCRIPTION OF PROGRAM / INITIATIVE

The Process management program of the Academic Office is guided by the three of the seven basic tenets (principles) 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 the Operations Plan. The Operations Coordinator will also provide and implement tools in support of facilitating the governance and the continuous improvement of key processes within the Academic Office PMS.

STRATEGY TO ACCOMPLISH YOUR TARGET

The Operations Coordinator will
1) Create / revise Sound Process Management Practices and Tools that are relevant to the effectiveness of the PMS.
2) Review and strategically align the PMS to the Operational Plan.
3) Create a Governance structure (Management Review Team / MRT) and Process Audit Team / PAT) to facilitate the accountability to support the process activities and those assigned to manage and conduct the process efforts.

This continuous improvement process will be in place to continuously optimize the performance of the processes in support facilitating the operational capacity on the Academic Office to support all children that attend SLPS during 23 – 24 FY

KEY PERFORMANCE INDICATORS

All individual processes will have their achieved results assessed against their expected results
1) All current 35 processes will be reviewed, vetted, and streamlined processes will be identified and developed by process owners

2) Revised and streamlined Process Guidebook will be developed, distributed and posted to www.slps.org

3) Process Audit schedule will be developed and implemented during the 4th quarter 23 – 24 FY

    a. Selected Process for Auditing will be determined by the MRT

4) During the 4th quarter, Customer Surveys will be administered with a Customer satisfaction scores targeted between 85% - 100% as the expectation.

KEY PERFORMANCE ACTION

Action	Start / Stop Dates	Evidence of Completion
The Operations Coordinator will design a Governance structure (Management Review Team / MRT) and Process Audit Team / PAT	October 2023	MRT / PAT Governance Framework Document
The Operations Coordinator will Provide Training for MRT and PAT members	October 2023	Training Material / Training Delivered / Training survey administered
The MRT will review and strategic alignment of the PMS to the Operational Plan and T 4.0.	October 2023	Draft Revised PMS Guidebook is created
The Operations Coordinator will compile and create the PMS Guidebook	November 2023	Completed Revised PMS Guidebook is created
The Operations Coordinator will distribute / Post PMS Guidebook	November 2023	Final PMS Guidebook is distributed / posted to www.slps.org
The MRT / PAT will manage the Continuous Improvement process, Corrective action requests, Document control requests	November 2023 – June 2024	Minutes of MRT / PAT meetings. Completed Corrective Action Requests (CAR) and Document Control Requests (DCR).
The PAT will conduct Audits The Operations Coordinator will distribute customer satisfaction surveys	4th quarter of 23 – 24 FY	Internal Quality Audit reports completed / Customer Satisfaction surveys are created
The PAT issues Final Audit Report	4th quarter of 23 – 24 FY	Final Customer Audit Report is distributed

Issue Customer Satisfaction Report	4th quarter of 23 – 24 FY	Final Customer Satisfaction Report is distributed
23 – 24 Budget		
Budget Impact: Indirect Costs		

PROFESSIONAL DEVELOPMENT
MISSION STATEMENT

The mission of the Professional Development Department of St. Louis Public Schools is to provide a coordinated tiered system of high quality professional teaching and learning supports that are targeted, comprehensive, job-embedded (where applicable), and sustained; designed to meet the goal of ensuring that every child, in every classroom, in every school has a highly effective teacher.

23 – 24 FY Short Range Plan

Academics / Professional Development	Cohort Model PD
Submitted By: Dr. LaTisha Smith	**Date:** October 17, 2023

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

As it relates directly to Cohort Model Professional Development, the district will meet all collective goals of districtwide professional learning with 80% of all goals (as related to the "Key 3") met, as measured by Evidence of Impact (EOI) submitted for the 2023-2024 school year.

DESCRIPTION OF PROGRAM / INITIATIVE

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

- Provide a whole district approach to and focus on professional learning and growth across a variety of topics and interests and communicated goals for all district staff, using a tiered system of PD support from Foundational, to Targeted, to Comprehensive.
- Provide structured Cohort PD sessions to support/instruct teachers so they can meet content goals and have a direct impact on student achievement and implement a system of goal establishment and progress monitoring to determine benefit.

KEY PERFORMANCE INDICATORS

- Meet all collective goals of districtwide professional learning with 80% of all goals met, as measured by Evidence of Impact (EOI) submitted for the 2023-2024 school year.

KEY PERFORMANCE ACTIONS

Action	Start/Stop Dates	Evidence of Completion
Establish measures of success for PD sessions using the Evidence of Impact (EOI) Document	August 2023-May 2024	EOI Documents are distributed with progress monitoring information collected each Districtwide PD Year. (Will get to more specificity around the "Key 3" for this metric period)
Utilize the EOI document to determine the goals to be continued, altered, and/or eliminated	May 2024-July 2024	Information from documents (along with other factors) is utilized in determining PD priorities for subsequent years.
Update and Revise PD Website	Ongoing	PD website will be used as an active resource repository of information, offerings, and

		ongoing resources to support models of tiered PD support in SLPS.
23 – 24 Budget		
Budget Impact: (Indirect/Direct cost; GOB; ESSER; Grant; State/Federal): $350,000+ (extra service costs)		

23 – 24 FY Short Range Plan

Academics / Professional Development	PD Booster Sessions
Submitted By: Dr. LaTisha Smith	**Date:** September 19, 2023

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

As it relates directly to Professional Development Booster Sessions, the 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 2023-2024 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 Booster Sessions for the 2023-2024 Academic Year as compared to the 2022-2023 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 2023-2024 school year.

KEY PERFORMANCE ACTIONS

Action	Start/Stop Dates	Evidence of Completion
Survey the needs of teachers and leaders in the district to develop an idea of targeted PD needs.	August 2023-March 2024	Ongoing survey data collected for all central-office led professional learning is available and includes questions based on Guskey's Five Levels of Evaluation to address staff ongoing needs and suggestions.
Plan and implement, tiered, targeted, and required PD sessions to support identified teacher needs.	August 2023-May 2024	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.
Revise how the District PD Committee is utilized to more effectively impact planning, feedback and support to districtwide PD across schools.	Prior to May 2024	Survey data and live discussion during Districtwide PD Committee Meeting(s) with take place.
Collaborate with HR and Network Superintendents to [strengthen] IPDP accountability metrics and structure for certificated staff (i.e., teachers) to engage in targeted PD offerings and progress monitoring.	Prior to May 2024	Collaborate with HR and Network Superintendents to [strengthen] IPDP accountability metrics and structure for certificated staff (i.e., teachers) to engage in targeted PD offerings and progress monitoring.
23 – 24 Budget		
Budget Impact: (Indirect /Direct cost; GOB; ESSER; Grant; State/Federal): $350,000+ (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.

23 – 24 FY Short Range Plan

Academics / Special Education	Social and Emotional Learning needs for students with IEPs.
Submitted By: Candice Boyd	**Date:** September 28, 2023

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

By the end of SY 23/24, the Office of Special Education will infuse (5) broad interrelated areas of SEL (social emotional learning) competencies to be taught and applied at various developmental stages. The five areas will address the following: Self Awareness, Self-Management, Social Awareness, Relationships Skills and Responsible Decision- Making.

DESCRIPTION OF PROGRAM / INITIATIVE

The department of special education is continuing endeavors in striving towards maximizing the integration/mainstreaming of learners with special needs into the regular school system/least restrictive environment and eventually in the community through improving student growth in social-emotional learning towards maximization of learning paths evidenced in improved student performance in all core academic areas (reading, writing, mathematics).

STRATEGY TO ACCOMPLISH YOUR TARGET

Staff can intentionally support children's social and emotional health by using children's books, planning activities, coaching on the spot, giving effective praise, modeling appropriate behaviors, and providing cues.

KEY PERFORMANCE INDICATORS

OSE continuously 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. Consider thinking about social-emotional learning measurement in three dimensions:

- Student competencies
- Student supports and environment
- Student well being

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
6-8 Behavior Therapists will receive PD that supports individual and group therapy services per IEPs. PD will assist BTs to create and monitor goals that address SEL.	August 2023	
6-8 Behavior Therapists will provide sessions notes that illustrate direct services to students that support core	September 2023- May 2024	

deficits in 2 of the 5 competencies: • Self-Awareness, • Self-Management, • Social Awareness, • Relationships Skills • Responsible Decision-Making		
23 – 24 Budget		
Budget Impact: GOB		

23 – 24 FY Short Range Plan

Academics / Special Education	Special Education compliance (Child Find)
Submitted By: Candice Boyd	**Date:** September 28, 2023

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

By the end of SY 23/24, the Office of Special Education will make the necessary gains to remain in compliance by an increase of 10% when conducting initial evaluations.

DESCRIPTION OF PROGRAM / INITIATIVE

The Office of Special Education (OSE) continues its efforts to provide conducive settings that aide in the growth and learning of students with special needs, honoring all DESE SPED compliance expectations relative to IDEA and best practice in teaching and learning towards meeting the unique needs of our students in both a virtual and in-person learning environments.

STRATEGY TO ACCOMPLISH YOUR TARGET

A continued emphasis of efforts towards this strategy not only led to the success of last year's DESE Triennial Self Asst. which notes growth via our File Review and ECSE Diagnostics, earning 2 of 3 compliance "IN" indicators with the unfortunate identification of desired growth for improvement in K-12 diagnostic assessment timelines; our "OUT" indicator, but further continued our successful compliance with the full completion of all tasks identified in closing out our Triennial Self Asst.

Change towards improvement has been identified as twofold; at the individual student level via compensatory services. Strategies will include the following:

- systematically via our assessment protocol budget/acquisition of tools coupled with a rigorous PD schedule up through fall of school year 2023-2024
- process refinements to ensure compliance is adhered
- Additionally, to ensure further compliance moving forward in the area of assessment an assessment committee has been organized and meets biweekly to ensure our compliance (ECSE and K12)
- Joint PD sessions for staff that support child find efforts (ECSE+ K12)

KEY PERFORMANCE INDICATORS

- Ensure timely acquisition of all assessment protocols for all SPED diagnosticians
- Ensure adherence to DESE's 60-day timeline for evaluations.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Date	Evidence of Completion
The OSE will inventory its current stock of evaluation instruments to ensure the department has an assortment of the most current protocols used to evaluate students at the	September 2023 – May 2024	

EC/K12 levels that address the diverse needs of our students.		
The OSE will sponsor joint PD sessions that address the evaluations needs for both ECSE and K12, ensuring both diagnostic teams are aligned with their practices, systems and supports.	September 2023 – May 2024	
23 – 24 Budget		
Budget Impact: GOB		

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.

23 – 24 FY Short Range Plan

Academics / STL Plan	Peer Assistance Professional Development
Submitted By: Dr. Wanda C. Clay	**Date:** September 22, 2023

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

Increase the 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

- The 11 consultant teachers and 3 induction coaches in the Saint Louis Plan will participate in a minimum of four professional development activities from July 2023 – June 2024.
- The 11 Consultant teachers and 3 Induction coaches will increase their proficiency with coaching, assessing, teaching and providing feedback to new teachers in the Saint. Louis Plan from August 2023 – May 2024
- The 11 consultant teachers and 3 induction coaches will reflect on their success in a closure session for the 2023 – 2024 school year.
- 2-5 newly hired Consultant Teachers will receive 30 hours of professional development/training prior to the beginning of the 2024 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

- 85% of the 110 - 140 new teachers in the Saint Plan will be receive a satisfactory ration on the 4 standards of practice required for retention with the Saint Louis Public Schools.
- 95 – 100 % of the 110 – 140 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 110 – 140 new teachers in the St. Louis Plan will have improvement shown in their students' knowledge and understanding of the content and processes taught in the Saint Louis Public Schools.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
11 consultant teachers and 3 induction coaches will participate in minimum of 80 hours of professional development training provided by the Coordinator of the Saint Louis Plan. This	August 2023 – June 2024	

professional development will be anchored by an ASCD institutional membership providing member books, journals and discounts on conferences and additional instructional resources.		
11 Consultant teachers, 3 Induction teachers and the Coordinator will attend the 2024 Visible Learning conference in San Diego California. The Consultants Teachers and induction coaches will attend a variety of sessions to increase their knowledge and skills in teaching, coaching and classroom leadership. They will use these experiences to develop content to be shared with the new teachers in the 2024-2025 school year.	July 2024	
3 new consultants will attend the initial 8 sessions of training in Cognitive Coaching© during the 2023 – 2024 School year. 8 of the remaining Consultant Teachers an Induction coaches will participate in 2 refresher sessions to support their continuous development of coaching skills. (Note: *This training will be made available to lead mentors, AIC and other teacher leaders.)*	September 2023 – May 2024	
11 Consultant teachers, 3 Induction teachers and the Coordinator will attend the		

Research for better High Impact teaching the 2024 Visible Learning		
11 consultant teachers and 3 induction coaches will participate in an 8 – 10 hour planning and reflection institute to increase their capacity as coaches and collaborators.	June 2024	
The 11 consultant teachers and 3 Induction coaches will assess the success of the 2023 - 2024 school year and draft a plan for improving their work in the 2024– 2025 school year.	May 2024	
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 2024	
23 – 24 Budget		
Budget Impact: GOB, Grants		

23 – 24 FY Short Range Plan

Academics / STL Plan	Peer Assistance and Review
Submitted By: Dr. Wanda C. Clay	**Date:** September 22, 2023

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

Increase the 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

11 Consultant teachers and 3 Induction Coaches (St. Louis Plan Peer Assistants) will provide individual professional development to all teachers new to the St. Louis Public schools in the 2023-202.
Each Consultant teacher will support 10 new teachers across 2 tiers.
1. Those who have not reached career professional status prior to joining the SLPS in the 2023-2024 school year.
2. Those who completed their initial professional status and a pipeline program before or during the 2023-2024 school year.

Each Induction Coach will support 10 - 12 new teachers who have reached Career Professional status prior to joining the SLPS in the 2023 -2024 school year.

STRATEGY TO ACCOMPLISH YOUR TARGET

The Peer Assistants (Consultant Teachers and Induction Coaches) will intensive individual professional development as well as whole group and small group professional development from 12 – 48 weeks 4 – 18. This professional development is designed to improve the performance of all teachers new to the St. Louis Public schools on their required standards of professional practice.

KEY PERFORMANCE INDICATORS

- 85% of the 110 - 140 new teachers in the Saint Plan will be receive a satisfactory ration on the 4 standards of practice required for retention with the Saint Louis Public Schools.
- 95 – 100 % of the 110 – 140 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 teachers in the St. Louis Plan will have improvement shown in their students' knowledge and understanding of the content and processes taught in the Saint Louis Public Schools.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Consultant Teachers		

Activity A: Assessment 11 consultant teachers will collect and assess new teacher instructional data a minimum of 3000 hours.	August 2023 – May 2024.	
Activity B: Research and Planning 11 consultant teachers will spend a minimum of 4000 hours researching, planning, preparing, and providing written feedback for instructional improvement for new teachers in the Saint Louis Public Schools	August 2023 – May 2024	
Activity C: Support Functions 11 consultant teachers will provide new teachers in the St. Louis public schools a minimum of 5000 hours of individual professional development through coaching, collaborating, consulting and evaluating for instructional improvement	**(August 2023 – May 2024).**	
Induction Coaches		
Activity A: Assess 3 induction Coaches will collect and assess instructional data a minimum of 1500 hours for all teachers with Career Professional Certificates that are new to the St. Louis Public Schools in the 2023-2024 school year.	August 2023 – May 2024	
Activity B: Research and Planning 3 Induction Coaches will spend a minimum of 2000	October 2022 – May 2023	

hours researching, planning, preparing, and providing written feedback for instructional improvement for all teachers with Career Professional Certificates that are new to the St. Louis Public Schools in the 2023-2024 school year.		
Activity C: Support Functions 3 Induction Coaches will provide new teachers in the St. Louis public schools a minimum of 2500 hours of individual professional development through coaching, collaborating, consulting and evaluating for instructional improvement.	October 2022 – May 2023	
23 – 24 Budget		
Budget Impact: GOB		

23 – 24 FY Short Range Plan

Academics / STL Plan	New Teacher Whole and Small Group Professional Development
Submitted By: Dr. Wanda C. Clay	**Date:** September 22, 2023

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

Increase the 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 around performance-based teaching standards and the necessity of creating a positive classroom culture for learning.

STRATEGY TO ACCOMPLISH YOUR TARGET

The Peer Assistants in the St. Louis Plan will provide new teachers with professional development focused on learning opportunities to:
- Increase instructional effectiveness
- Improve student learning and increase student achievement
- cultivate the skill of accurate reflection for instructional improvement
- strengthen their capacity for teacher leadership

KEY PERFORMANCE INDICATORS

- 85% of the 110 - 140 new teachers in the Saint Plan will be receive a satisfactory ration on the 4 standards of practice required for retention with the Saint Louis Public Schools.
- 95 – 100 % of the 110 – 140 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 110 – 140 new teachers in the St. Louis Plan will have improvement shown in their students' knowledge and understanding of the content and processes taught in the Saint Louis Public Schools.

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
11 consultant teachers and 3 induction coaches will design and deliver 3 days (15 hours) of professional development for all teachers new to the SLPS. (NTO)	August 2023	
11 Consultant teachers and 3 Induction coaches will	August 2023- March 2024	

design and deliver 27 hours of professional development for all new teachers in the St. Louis Plan from. (NTA)		
11 Consultant Teachers and 3 Induction coaches will design and deliver 2 hours of professional development in May 2024 to all new teachers who successfully complete the St. Louis Plan.	May 2024	
11 Consultant Teachers and 3 Induction Coaches will design professional development booster sessions for the teachers in the St. Louis Plan. The content of those sessions will be based on data and may include the following topics: Visible Learning Strategies, Success Criteria; Learning Targets, and Checking for understanding.	August 2023– May 2024	
23 – 24 Budget		
Budget Impact: GOB		

23 – 24 FY Short Range Plan

Academics / STL Plan	Teacher Leadership Development and Support
Submitted By: Dr. Wanda C. Clay	**Date:** September 22, 2023

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

Increase the 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:
- 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

- 85% of the 110 - 140 new teachers in the Saint Plan will be receive a satisfactory ration on the 4 standards of practice required for retention with the Saint Louis Public Schools.
- 95 – 100 % of the 110 – 140 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 110 – 140 new teachers in the St. Louis Plan will have improvement shown in their students' knowledge and understanding **of the content and processes taught in the Saint Louis Public Schools.**

KEY PERFORMANCE ACTIONS

Action	Start / Stop Dates	Evidence of Completion
Cognitive Coaching training will be provided for 3 new Consultant Teachers, 8 new Lead mentors, and all new AIC's at the middle,	August 2023 – May 2024	

Secondary level and elementary level. 6 Consultant teachers and 3 induction coaches will participate in 2 Cognitive Coaching refresher sessions during the 2023-2024 School year		
4 Consultant Teachers 4 Induction Coach, the Director of the St. Louis Plan, the Director of Professional Development, the Professional Development Research and Data Specialist, and 10 Lead Mentors will develop and implement a yearlong training process for 100 - 150-mentor teachers in the St. Louis Public Schools. The mentors will meet 4 times from October 2023 – May 2024	October 2023– May 2024	
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 teaches in their 1st, 2nd, or 3rd year of teaching in the St. Louis Public Schools. The selected teachers will meet with a small cohort and	October 2023– May 2023	

Consultant Teacher or Induction Coach once per month for 6 - 8 months of the beginning October 2023 and concluding in May 2024.		
23 – 24 Budget		
Budget Impact: GOB		

VIRTUAL LEARNING
MISSION STATEMENT

Empowering minds without borders through innovative virtual education.

Vision: Pioneering new frontiers in online learning to inspire every student's success.
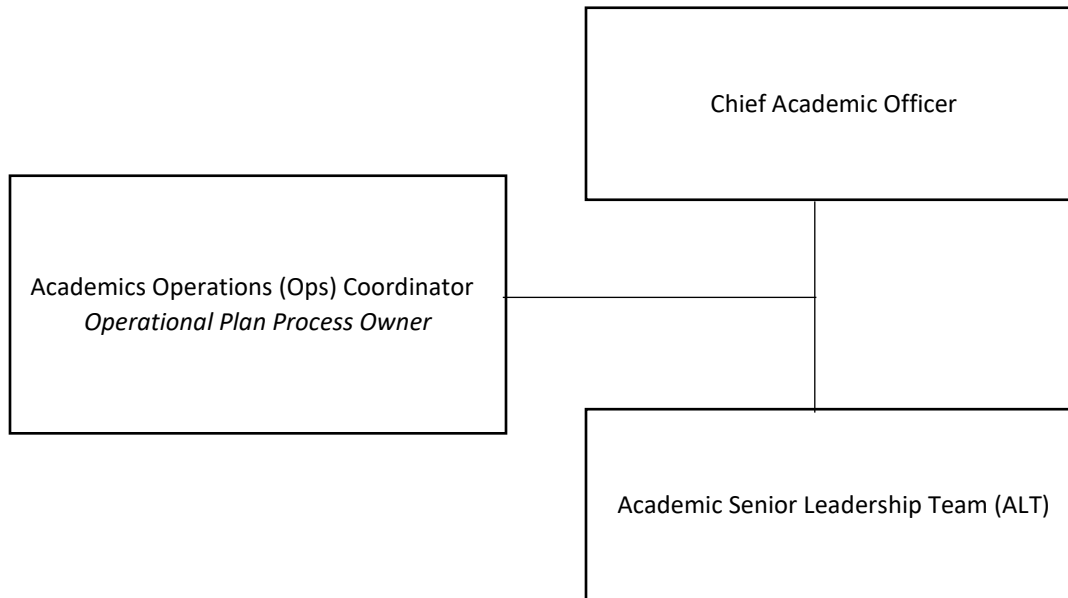
23 – 24 FY Short Range Plan

Academics / Virtual Learning	Virtual Learning
Submitted By: N. Mitchell & Virtual Learning Team	Date: October 5, 2023

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

At the end of each semester of the 2023-2024 school year, at least 80% of all scholars enrolled in full-time virtual learning (E599 & F196) will have passing credit (60% or higher) in 100% of their courses.

DESCRIPTION OF PROGRAM / INITIATIVE

- The SLPS Virtual Learning Academy (virtual learning program for KG-12 grade students enrolled full-
- In addition to providing full-time virtual learning for KG-12 grade students, our program also supports with high school and alternative programming by providing:
  - credit recovery
  - original credit and supplemental virtual courses (credit advancement)
  - supports with staff vacancies in high school, or lack of specific course/elective availability
  - provides full-time virtual learning options for students that have received a Type 1 and are not eligible or not an ideal candidate for placement at an alternative school

STRATEGY TO ACCOMPLISH YOUR TARGET

Key strategies include:
- Live tutoring available for all courses (weekly & bi-weekly)
- One-on-one monthly meetings
- Highly qualified virtual teachers for high school core content
- Weekly progress monitoring
- Just right interventions for academic concerns

KEY PERFORMANCE INDICATORS

- KPI #1: As evidenced by quarterly report cards, 80% of all scholars enrolled in full-time virtual learning (E599 & F196) will have passing credit (60% or higher) in 100% of their courses.
- KPI #2: As evidenced by high school transcripts, 80% of all high school scholars enrolled in full-time virtual learning (F196) will have receive course credit (60% or higher) in 100% of their courses

KEY PERFORMANCE ACTION

Action	Start / Stop Dates	Evidence of Completion
Live tutoring	August 2023-May 2024	Student attendance in teams reoccurring meeting

One-on-one monthly meetings	August 2023-May 2024	100% student participation in their monthly meetings
Enroll all virtual HS students in core content courses with highly qualified virtual teacher	August 2023	Completed for semester 1

<mark>**23 – 24 Budget**</mark>

Budget Impact: GOB

APPENDIX

OPERATIONAL PLAN MANAGEMENT FRAMEWORK

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                    │                          │
                    │  Chief Academic Officer  │
                    │                          │
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│                                  │        │
│ Academics Operations (Ops)       │        │
│ Coordinator                      │────────┤
│ Operational Plan Process Owner   │        │
│                                  │        │
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                    │                          │
                    │ Academic Senior          │
                    │ Leadership Team (ALT)    │
                    │                          │
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RESPONSIBILITY MATRIX	
Role	**Responsibility**
Deputy Superintendent	• Initial Goal Setting • Monthly 1:1 Academic Director meetings for Goals / KPAs / KPIs Progress Monitoring Meetings
Academics Operations Coordinator	• Provide expertise on plan development / management • Conduct development meetings • Provide workshops on the use of the Strategic Gap Analysis tool and the KPI Progress Monitoring Tool • Facilitate Semester KPI's Status Report Meetings
Academic Senior Leadership	• Participate in Goal Setting Meetings • Manage Short Range Plans • Provide updates to CAO during Monthly 1:1 meetings

TOOLS	
Role	**Responsibility**
Operation Plan	CAO / Academics Operations Coordinator
Short Range Plans	Academics Leadership Team (ALT)
Strategic Gap Analysis	Academics Leadership Team (ALT)
Operational Plan Tracker	Academics Leadership Team (ALT)
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 goals / tasks and the owners for supporting the achievement of critical 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 departments critical goals and the District's Strategic Goals
  - Strategic Gap Analysis Tool
    - To determine the Gap (how far you are behind your targeted point for Key Performance Action).
    - Develop a Corrective Action (Bridging the gap via an actionable solution to the problem)
  - KPI Progress Monitoring Tool
    - Enables you to progress monitor KPA's / KPIs / Evidence of completion (start / dates inclusive).
  - 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 1:1 Meetings with CAO
    - Chief Academic Officer
    - Individual Academic Leadership Team Members
  - Purpose of meeting
    - Leader will discuss progress monitoring of KPA's / KPIs / Evidence of completion
    - Strategic Gap Analysis's

  - Semester KPI Progress Monitoring Status Meetings
    - Chief Academic Officer
    - Academic Operations Coordinator
    - Academic Leadership Team Members
  - Purpose of meeting
    - Academic Operations Coordinator will Discuss KPI Progress Monitoring Status Report with the Academics Leadership Team

  - Workshops
    - Chief Academic Officer
    - Academic Operations Coordinator
    - Academic Leadership Team Members
  - Purpose of meeting
    - Academic Operations Coordinator will provide Workshops on the use of the Strategic Gap Analysis Tool and the KPI Progress Monitoring Tool

STRATEGIC GAP ANALYSIS

Purpose
- The use of this GAP analysis is to compare the current state with the desired state for your Key Performance Actions
- To determine the **Gap** (*how far you are behind your targeted point for Key Performance Action)*
- Develop a Corrective Action *(Bridging the gap via an actionable solution to the problem)*
- This operational approach focuses on the Key Performance Actions (Leading indicator).

How to conduct a Gap Analysis
- Identify the current state
- Identify your desired state
- Go back to the current state and define the gap
- Create solutions
- List the possible solutions
- Compare the pro's and con's
- Overview the solutions
- Bridge the gap

STRATEGIC GAP ANALYSIS EXAMPLE

KEY PERFORMANCE ACTION LIST   ACADEMICS OPERATIONS

KEY PERFORMANCE ACTIONS	CURRENT STATE	DESIRED STATE	GAP IDENTIFIED?	GAP DESCRIPTION	CORRECTIVE ACTIONS (BRIDGING THE GAP)	PRIORITY
Quality Checking all Resolutions prior to submittal to CAO	5% of resolutions are uploaded to BoardDocs prior to Quality Check 3% of resolutions of those resolutions are incomplete and lacking requisite documents (attachments).	100% of resolutions are uploaded to BoardDocs after to Quality Check 100% of resolutions are correctly completed and all requisite documents are attached	YES	5% of resolutions are uploaded to BoardDocs prior to Quality Check 3% of resolutions of those resolutions are incomplete and lacking requisite documents (attachments). This results in the risk of being placed on the Consent Agenda, without being fully vetted for clarity at the operational level, and concomitantly, susceptible to questions of clarity being asked by Board Members during Board Meetings And, increases the risk of Resolutions being rejected by Board Members due to the lack of clarity and/or sufficient documentation	Isolate the individuals that are bypassing the quality checking process, determine the root causes of the problem (not aware of the process, difficulty using the tools for the process, missed the deadline for quality checking, however, moved forward and uploaded the resolution). Provide one to one process and procedure training to the identified individuals Provide one to one assistance in the use of the tools (Resolution Template, Performance Reports, and MS Teams) If needed provide "hands on" assistance during the creation of the Resolution and applicable documents.	Medium
Quality Checking Purchase / Contract Requisitions in BusinessPlus	5% of Contracts are entered into BusinessPLUS as Purchase Requisitions 8% of Contracts that entered as a Contract Requisitions, have incomplete contracts attached	100% of resolutions are uploaded to BoardDocs after to Quality Check 100% of resolutions are correctly completed and all requisite documents are attached	YES	5% of Contracts are entered into BusinessPLUS as Purchase Requisitions 8% of Contracts that entered as a Contract Requisitions, have incomplete contracts attached Contracts entered as Purchase Requisitions is problematic, because the requisition will be rejected, resulting in a delay of delivery services. Contracts requisitions with incomplete contracts attached or lack of contracts will be held until accurate contracts are attached. All of the above "Gaps" are problematic for processing, timely delivery of services, tracking and subsequent Auditing	Isolate the individuals that are entering contract requisitions as purchase requisitions and / or attaching incomplete , inaccurate contract documents. Determine the root causes of the problem (not aware of the contract requisition process, difficulty using the contract module, and difficulty navigating / completing the various sections of contractual agreements). Provide one to one process and procedure training to the identified individuals Provide one to one assistance in the use of the tools (Agreements Templates, Performance Reports, and MS Teams) If needed provide "hands on" assistance during the creation of contract requisitions, Agreements, and Performance	High

| KPA LIST | DASHBOARD |

KEY PERFORMANCE ACTION LIST

TOTAL TASK NUMBER

2

GAP Identified?

YES

2

NO

0

Priority Status Breakdown

- ■ High
- ■ Medium
- ■ Low

1   1
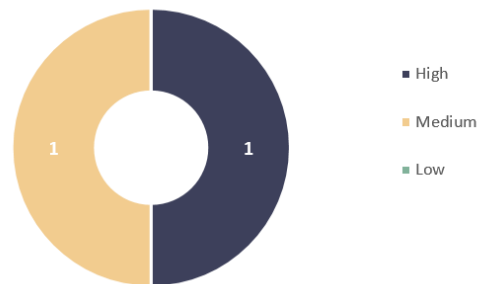
Priority Vs GAP

■ YES   ■ NO

1   1

High   Medium   Low
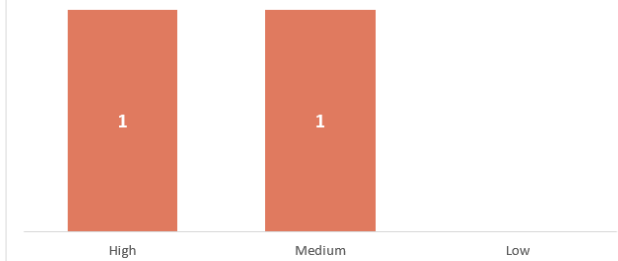
ANALYSIS SUMMARY & EVALUATION NOTES

Agreement Management one to one meetings were scheduled with two Departments.

MS Teams (Board Resolutions) training was scheduled with one Department.

OPERATIONAL PLAN KPI PROGRESS MONITORING

Purpose

- The Key Performance Indicators Progress Monitoring Tool serves as an management tool of the Academic Office
- To provide an accountability lens by which we view the progress status of KPA's, KPIs and evidence of completion.
- Collect and report out on a semester basis the progress towards toward the achievement of the Academic Office identified goals of the core work of teaching and learning and the District's Strategic Plan.

Program Name	
Owner	
Date	

Operational Plan KPI Progress Monitoring Tracker

KPI No.	Key Performance Indicator Description	KPI Progress Monitoring Status (Drop down menu)	Relevant Key Performance Action Description	KPA Completion Status (Drop down Menu)	KPA Start Date	KPA Projected Finish Date	KPA 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%" KPA related activities are not scheduled to start as of the date of this report

Likert Scale for Monitoring KPA Progress
"5" The KPA is completed, and completion evidence is available
"4" The KPA has been implemented, and progress is ahead of schedule
"3" The KPA has been implemented, and progressing along on schedule
"2" The KPA 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 KPA is not scheduled to start as of the date of this report