



**Academic Office
Operational Plan
(2021 – 2022)**

**June 1, 2022
(Status / Update)**

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Deputy Superintendent of Academics**

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VERSION LOG			
Date	Version	Editor	Notes
03/03/21	4	TBullock	Edited AIC Section
04/07/21	4	TBullock	Edited ESOL Section
04/07/21	5	TBullock	Added HSHC / GSY Sections
04/15/21	6	TBullock	Added Timeline and Gifted Section
05/07/21	7	TBullock	Added Outcome Approach Logic Model
01/10/22	8	Tbullock	Deleted Virtual Learning Tactical Plan
01/10/22	8	Tbullock	Deleted Curriculum Tactical Plans
01/10/22	8	Tbullock	Deleted Leadership Tactical Plan
01/10/22	8	Tbullock	Deleted STL Plan Tactical Plan
01/10/22	8	Tbullock	Deleted Athletics Tactical Plan
01/12/22	9	Tbullock	Added Tactical Plan Mid – Year Report
05/30/22	10	Tbullock	Added Tactical Plan End of Year Report
06/01/22	11	Tbullock	Updated EOY Tactical Plan Status

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INTRODUCTION

Purpose of the Plan

The purpose of the 2021 – 2022 Operational Plan is to provide a clear picture of tasks and responsibilities in line with the goals and objectives contained within the Transformation Plan / District Priorities / Academic Office Priorities.

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 plan.
Suggests strategies to be employed in pursuit of the District’s goals	Details specific activities and events to be undertaken to implement strategies
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)
A strategic plan enables management to formulate an operational plan.	An operational plan should not be formulated without reference to a strategic plan
The strategic plan, once formulated, tends not to be significantly changed every year	Operational plans may differ from year to year significantly
The development of the strategic plan is a responsibility shared and involves different categories of stakeholders.	The Deputy Superintendent and staff of the Academic Office produce the operational plan.

The Management of the operational plan:

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

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

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

**ACADEMIC OFFICE
MISSION STATEMENT**

The Academic Office of the St. Louis Public Schools provides strategic leadership to support and develop all instructional staff in order to ensure that the diverse needs of our students are met in challenging and equitable classrooms as we prepare them academically and socially for post-secondary education and careers and to make meaningful contributions to our global society.

TRANSFORMATION PLAN 3.0

PILLAR 1	The District creates a system of excellent Schools
Smart Goals	1.1 SLPS meets and exceeds state standards for accreditation
	1.2 SLPS will staff in a manner that supports great choices for the children in the SLPS Community
	1.3 SLPS utilizes a standard of efficiency and equity to right size its system for the number of students it serves
	1.4 SLPS is financially sound and maintains a sustainable unrestricted fund balance
PILLAR 2	The District advances fairness and equity across its system
Smart Goals	2.1 SLPS fosters inclusive school environments for students and families from diverse racial, ethnic and cultural backgrounds
	2.2 SLPS policies and structures more equitably distribute resources, supports and opportunities among district schools
	2.3 SLPS integrates its trauma – informed model with its Culturally Responsive Pedagogy and Leadership Development framework
PILLAR 3	The District cultivates teaches and leaders who foster effective, culturally responsive learning environments
Smart Goals	3.1 SLPS recruits, hires, cultivates and retains more high quality , effective building leaders
	3.2 SLPS recruits, hires, cultivates and retains more high quality , effective teachers
	3.3 SLPS recruits, hires, cultivates and retains more high quality , effective support staff, including contracted services
	3.4 SLPS aligns policies and operations with effective culturally responsive practices
PILLAR 4	All students learn to read and succeed
Smart Goals	4.1 K – 12 graders read on grade or above grade level
	4.2 At every stage of transition, from elementary to middle to High school, students are ready for the next level of learning
	4.3 High school students are prepared for the college and / or career of their choice upon graduation
	4.4 All students have access to enrichment resources, supports and opportunities that advance their success and love of learning
PILLAR 5	Community partnerships and resources support the District’s Transformation Plan
Smart Goals	5.1 SLPS and the SLPS Foundation continue to grow private and public dollars for Transformation Plan
	5.2 SLPS enhances volunteerism across the District
	5.3 SLPS grows brand awareness to attract partners and champions
	5.4 SLPS maximizes the effectiveness of its partnerships, working collaboratively to advance Transformation Plan Objectives

DISTRICT PRIORITIES

PILLAR 1	The District creates a system of excellent Schools
<i>District Priorities</i>	1a. Student Attendance
	1b. Safe and Secure Schools
	1c. Financial Sustainability
	1d. Efficient and Equitable Staffing
PILLAR 2	The District advances fairness and equity across its system
<i>District Priorities</i>	2a. Workforce Diversity
	2b. Equitable Resources
	2c. Decrease chronic absenteeism
	2d. Partner with Community allies
PILLAR 3	The District cultivates teachers and leaders who foster effective, culturally responsive learning environments
<i>District Priorities</i>	3a. Career Pathways
	3b. Teacher Retention
	3c. Culturally Responsive Schools
PILLAR 4	All students learn to read and succeed
<i>District Priorities</i>	4a. Student Reading Proficiency
	4b. Student Reading Support
	4c. English Language Learners
	4d. College and Career Readiness
PILLAR 5	Community partnerships and resources support the District's Transformation Plan
<i>District Priorities</i>	5a. Volunteer and Mentors
	5b. Cultivate Strategic Partners
	5c. Community and District Pride
	5d. Expand Private and Public Grants Engagement

ACADEMIC OFFICE PRIORITIES

Priority 1
Core Instruction Framework- through the virtual learning playbook and blended instructional framework
Priority 2
Tier 2 Support-teachers are using guided reading in elementary and small group instruction in middle/high to target learning gaps with students and provide additional support
Priority 3
Assessments for learning - the CFAs are being utilized to analyze what students have mastered and what additional support they need. The STAR data provides a comprehensive view to guide a student's literacy growth and appropriately place students into guided reading groups and determine a student's readability level
Priority 4
Standards Based approach to promote critical thinking, problem solving and grade-level proficiency

THE COMPONENTS OF THE TACTICAL PLANS

1. **Connection to TP3.0 / District Priorities / Academic Priorities**

Identify the Pillar; SMART Goal; District Priorities; Academic Priorities that your tactical plan is addressing:

2. **Description**

Describe the elements of the program that would be impacted by the “Targeted” Pillar; SMART Goal; District Priorities, Academic Priorities:

3. **Strategy to accomplish your Target” (Pillar; SMART Goal; District Priorities, Academic Priorities)**

Provide the strategy used to achieve your “Target”:

4. **Strategy Sponsor/Owner(s)**

Identify the individual that is accountable for the success of the tactical plan

5. **Key Performance Indicators**

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

6. **Key Action Steps**

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

7. **'21-22 Budgeted**

Provide your Budget, which supports this plan

Guiding Questions that are used for soliciting Individual, Team or Committee Input

1. Do we have the right focus in mind? Is there a clear connection between the focus of the activity and increasing the success of students in our district? How does this connect to the Transformation Plan 3.0?
2. Who is missing and what is missing in terms of sub-activities and/or collaborators? How will this be communicated? How will the collaboration occur with over departments/divisions?
3. Does anyone foresee any challenges with timing, esp. related to activities in which the same user group might already be engaged?
4. Does anyone have feedback on how sponsor(s) can improve the accuracy, tone, usefulness, and core values-alignment of draft documentation and/or artifacts?

Accountability/Monitoring Process

The Progress of this Strategy will be monitored on a Bi – Annual basis using the Academic Office Operational Plan Tracking Template

OPERATIONAL PLAN DEVELOPMENT TIMELINE

Academic Office Directors develop Division's Mission Statements

- November 2, 2020–November 5, 2020

Forecast / Tactical Documents Orientation Meeting for Academic Office Directors

- November 5, 2020

Academic Office Directors develop Forecast / Tactical Documents

- November 5, 2020 –November 11, 2020

Dr. Paula Knight and Mr. Terrance Bullock review completed documents

- November 11 –November 20, 2020

Academic Office Directors and Staff participate in the Peer-to-Peer Workshop (Peer review of completed documents)

- December 4, 2020

Academic Office Directors assimilate the input from the Peer-to-Peer Workshop into the Forecast / Tactical documents

- December 6 , 2020 –February 11, 2021

Academic Office Operational Plan is reviewed and published

- February 11 –February 16, 2021

Academic Office Operational Plan rollout

- July 2021

Academic Office Operational Plan Mid –year status report

- January, 2022

Academic Office Operational Plan End of year status report

- June, 2022

TACTICAL PLAN MID –YEAR STATUS REPORT

2021 - 2022 Tactical PLAN STATUS							
# of Action Plans	Division	Tactical Plans	Action Steps Status				Grand Total
			On Track	Completed	Not Started	Action Required	
1	AIC	Coaching for Equity Plan	2		6		8
1	AIC	New Coach Induction Program	3		5		8
1	AIC	Teacher Retention Work	2		3		5
1	Operations	Fiscal Management	6				6
1	Operations	Process Management	3				3
1	Professional Development	Certification Programs	3				3
1	Professional Development	Cohort Model	3				3
1	Professional Development	PD Booster Sessions	2				2
1	CCR	Early College Academy	7				7
1	CTE	Career and Technical Education	4				4
1	Climate and Culture	Focus Schools	1		1		2
1	Climate and Culture	Accurate SIS Bullying Records	11				11
1	ELL	Family Engagement Quarter	12	6		1	19
1	ELL	Instruction	23	5	2		30
1	ELL	Professional Development	13	4			17
1	ELL	Language Access	13	10	1		24
1	SPED	Goal 1				5	5
1	SPED	Goal 2				1	1
1	SPED	Goal 3	4				4
1	Gifted	Saint Louis Chess Club	8				8
1	HSHC	Healthy Schools / Healthy Communities	9	2			11
1	Green School Yards	Green School Yards	<u>6</u>	<u>4</u>	<u>-</u>	<u>7</u>	<u>17</u>
<u>22</u>			<u>135</u>	<u>31</u>	<u>18</u>	<u>14</u>	<u>198</u>

TACTICAL PLAN END OF YEAR STATUS REPORT

2021 - 2022 TACTICAL PLAN STATUS							
# of Action Plans	Division	Tactical Plans	Action Steps Status				Grand Total
			On Track	Completed	Not Started	Action Required	
1	AIC	Coaching for Equity Plan	1	4	1	2	8
1	AIC	New Coach Induction Program	2	6			8
1*	AIC	Teacher Retention Work	1	2		1	4
1	Operations	Fiscal Management		6			6
1	Operations	Process Management		3			3
1	Professional Development	Certification Programs	3				3
1	Professional Development	Cohort Model	3				3
1	Professional Development	PD Booster Sessions	2				2
1	CCR	Early College Academy		7			7
1	CTE	Career and Technical Education	2	1		1	4
1	Climate and Culture	Focus Schools	2				2
1	Climate and Culture	Accurate SIS Bullying Records	11				11
1	ELL	Family Engagement Quarter		19			19
1	ELL	Instruction		30			30
1	ELL	Professional Development	1	16			17
1	ELL	Language Access		24			24
1	SPED	Goal 1		5			5
1	SPED	Goal 2		4			1
1	SPED	Goal 3		1			4
1**	Gifted	Saint Louis Chess Club	8				8
1	HSHC	Healthy Schools / Healthy Communities	11				11
1	Green School Yards	Green School Yards	<u>4</u>	<u>8</u>	-	<u>5</u>	<u>17</u>
<u>22</u>			<u>50</u>	<u>136</u>	<u>2</u>	<u>9</u>	<u>197</u>
1*	One Activity was discontinued						
1**	Change in Ownership. Owner did not submit an Update						

**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.

Chief Academic Office / Operations
Program Name: Fiscal Management
Submitted By: Terry Bullock

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 1: District creates a System of Excellent Schools SLPS is Financially sound and maintains a sustainable unrestricted Fund Balance District Priorities: 1C – Financial Sustainability
Description	The Fiscal management program of the Academic Office is guided by the basic tenet of financial sustainability, which is proactive fiscal management that includes budget development; budget management; and expenditures management. In support of this tenet, the Operations Coordinator, will provide tools and assist the CAO in the timely development of the Academic Office budget. The Operations Coordinator will also provide and implement tools in support of managing the Academic Office agreements and expenditures.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • The Operations Coordinator will create / revise Sound Fiscal Management Practices and Tools that are relevant to the Academic Office in support of effectiveness: <ul style="list-style-type: none"> ○ Tools to assist in the Effective Management of the performance of Contractual Vendors and MOU Partners ○ Procedures to address the Fiscal needs and capacity of the Department / Division Staff Members ○ Provide Coaching to Academic Office Board Resolution Submitters
Strategy Sponsor/Owner(s)	Dr. Paula D. Knight / Terrance P. Bullock
Impact Group(s)	<ul style="list-style-type: none"> • Students • School Staff • Administrative Staff • Vendors
Key Performance Indicators	Quantative:

	<ul style="list-style-type: none"> • Agreements Lifecycle Management (1 – 2 weeks turnaround for obtaining fully executed agreements from the Supt. via the Purchasing Office • Requisition / Purchase Order Lifecycle Management (Target: 5 – 7 days turnaround to process requisitions to purchase orders) • Unexpected Costs Tracking (Target: Budget Transfers turnaround 2 – 5 days turnaround for approving budget Transfers) • Budget Spend Management (Target: 25% expended by end of 1st Quarter, 50% expended by end of 2nd quarter, 75% expended by end of 3rd quarter, 100% expended by end of 4th quarter) • Resolution Preparation Management (Reduce the number of ratifications to 25% or lower of last year’s numbers) <p>Qualitative:</p> <ul style="list-style-type: none"> • Provide a quality workshop that would facilitate the number of “revised” drafts to a minimum of one / maximum of two per submitter. • Provide quality coaching that will facilitate the number of revised BoardDocs submittals to a minimum of one.
Key Action Steps	<ul style="list-style-type: none"> • Daily monitoring of the progress of all Academic Office Requisitions Approval In BusinessPlus <ul style="list-style-type: none"> ○ Conduct Daily Approval Tasks for applicable Requisitions • Conduct development and daily processing of Academic Office agreements • Provide analysis of Academic Operations Metrics to Directors on a weekly basis • Provide an extended analysis of Academic Operations Metrics to CAO on a bi - weekly basis • Provide Coaching on the RFP Process to Directors on an as needed basis • Provide BoardDocs coaching and quality checking to Directors on an as needed basis
'21-22 Budgeted	Indirect costs associated with time expended by the Operations Coordinator while managing the program

Chief Academic Office / Operations
 Program Name: Process Management
 Submitted By: Terry Bullock

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 1: System of Excellent Schools
Description	<p>The Process management program of the Academic Office is guided by the three of the seven basic tenets of process management; T – 1) Strategic alignment; T – 2) Governance; and T – 6) Process improvement.</p> <p>In support of the identified tenets, the Operations Coordinator will assist the CAO with managing the alignment of the Academic Process Management System (PMS) with TP 3.0. The Operations Coordinator will also provide and implement tools in support of facilitating the governance and the continuous improvement of the processes within the Academic Office PMS.</p>
Strategy to accomplish your Target	<ul style="list-style-type: none"> • The Operations Coordinator will create / revise Sound Process Management Practices and Tools that are relevant to the effectiveness of the PMS: <ul style="list-style-type: none"> • Ensure that there is a strategic alignment of the PMS with TP3.0 • Ensure that there is a governance structure in place to facilitate the accountability to support the process activities and those assigned to manage and conduct the process efforts • Ensure that strategies and initiatives are in place to continuously optimize process performance
Strategy Sponsor/Owner(s)	Dr. Paula D. Knight / Terrance P. Bullock
Impact Group(s)	<ul style="list-style-type: none"> • Students • School Staff • Administrative Staff
Key Performance Indicators	<p>Effectiveness:</p> <ul style="list-style-type: none"> • All thirty – six individual processes will have their achieved results assessed against their expected results <ul style="list-style-type: none"> ○ There are seven core services and supporting services within the PMS ○ There are thirty – six processes among the seven core services and support services within the PMS

	<ul style="list-style-type: none"> • Out of the thirty – six processes, the desired success rate is between 100% - 95%.
Key Action Steps	<ul style="list-style-type: none"> • Audit the PMS to assess the process management documents to ascertain if they are 9001:2015 compatible • Analyze the current processes for inefficiencies, and provide corrective actions as needed <ul style="list-style-type: none"> ○ Conduct continuous improvement for processes where needed. • Review the PMS governance structure and provide ISO training to members. • Analyze the alignment of the PMS quality policy and objectives with TP 3.0. • Realign policy and objectives where needed.
'21-22 Budgeted	Indirect costs associated with time expended by the Operations Coordinator while managing the program

**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.

Chief Academic Office / Academic Instructional Coaches

Program Name: Coaching for Equity Plan

Submitted By: Sara Martens

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 2: The district advances fairness and equity across its system. Upon completion of the 2021-2022 school year, 100% of Academic Instructional Coaches will have been trained on the research-based best practices of Coaching for Equity.
Description	Academic Instructional Coaches will learn and begin to implement best practices in coaching for equity. All coaching cycles will begin to infuse equity work into their focus starting immediately after training is complete.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Learning the Various Coaching Lenses • Exploring Identity Markers • Developing (or using ABAR’s Equity Rubric) • Mastering Transformational Coaching model • Planning for Equity-Focused Conversations • Learning about and being able to track Teacher to Student Interactions • Learning and about being able to conduct equity-focused classroom visits (virtually as well as in person) • Monthly Equity and CRTL book studies drawn from the ABAR Team’s list of recommended readings
Strategy Sponsor/Owner(s)	Dr. Sara Martens
Impact Group(s)	PreK-12 Grade Teachers and Students
Key Performance Indicators	<ul style="list-style-type: none"> • Increased scores on The Equity Rubric; baseline gathered prior to beginning our work with periodic measurements as recommended by the ABAR Team, throughout the year. • Increased numbers of Coaching Cycles with an Equity Lens; baseline gathered prior to beginning our work with weekly collection of data. • Increased correlation between equity-centered coaching cycles and increased scores on The Equity Rubric

	<ul style="list-style-type: none"> • Increased numbers of equity-focused professional development in schools
Key Action Steps	<ul style="list-style-type: none"> • 100% of SLPS AICs will receive training from Bright Morning Team on the following topics (which work in tandem to develop the skillset of coaching for equity): <ul style="list-style-type: none"> ○ Transformational Coaching ○ Coaching Teams ○ Coaching for Equity • A leadership group of AICs will meet with and collaborate with the ABAR Team on the creation of or learning about The Equity Rubric to develop our own tool for Coaching for Equity that is based on both our training and the research and expertise of the ABAR team. • AICs will engage in booster professional development during their 2021-2022 AIC Monthly Professional Development series. • Principals will be provided with look-for and guidance for leading AICs in their growth toward expertly coaching for equity. • AICs will receive monthly books to participate in book studies to push the work with AICs and further AIC depth of understanding of the many issues connected to equity and CRTL work. These titles will come from the ABAR Team’s list of recommended readings.
'21-22 Budgeted	<p>\$25,000 + \$20,000 for professional development supplies and needs + \$30,000 for books Total = \$75,000</p>

Chief Academic Office / Academic Instructional Coaches

Program Name: New Coach Induction Program

Submitted By: Sara Martens

<p>Connection to TP3.0 / District Priorities / Academic Priorities</p>	<p>Pillar 1: The district creates a system of excellent schools. 1.2-SLPS will staff in a manner that supports great choices for the children in the SLPS community. Upon completion of the 2021-2022 school year, 100% of newly hired Academic Instructional Coaches will have successfully completed a strategic, systematic coaching preparation program including training, mentoring, and support as reported by attendance tracking AIC mentor reports.</p>
<p>Description</p>	<p>Academic Instructional Coaches will learn and begin to implement best practices in coaching.</p>
<p>Strategy to accomplish your Target</p>	<ul style="list-style-type: none"> • SLPS AIC Mentoring program • Professional Development (through attendance at trainings, etc.) • Monthly check-ins with the AIC Coordinator • Monthly observations of expert coaching
<p>Strategy Sponsor/Owner(s)</p>	<p>Dr. Sara Martens</p>
<p>Impact Group(s)</p>	<p>PreK-12 Grade Teachers and Students</p>
<p>Key Performance Indicators</p>	<ul style="list-style-type: none"> • Completion of assigned tasks as overseen by the AIC mentor • Attendance at all scheduled professional development experiences • Increasing confidence in their ability to effectively coach as measured by their responses to a monthly survey of their needs and their reflections • Increasing numbers of coaching cycles as the year progresses
<p>Key Action Steps</p>	<ul style="list-style-type: none"> • 100% of newly hired SLPS AICs will receive training from on the following topics (which work in tandem to develop the skillset of coaching for equity): <ul style="list-style-type: none"> ○ The Impact Cycle ○ Transformational Coaching ○ Coaching Teams ○ Coaching for Equity • AIC mentors will meet with the AIC Coordinator to calibrate the needs of the new AICs to ensure they are being met monitored by the Director of Coaching Programs and/or the Chief Academic Officer • AICs will engage in booster professional development after their 2021-2022 AIC Monthly Professional Development series.

	<ul style="list-style-type: none"> Principals will be provided with look-for and guidance for leading new AICs in their growth toward mastering the position.
'21-22 Budgeted	<p>\$3,000 per new Academic Instructional Coach (planning for 10 or fewer) \$30,000 + \$20,000 for professional development supplies and needs Total = \$50,000</p>

Chief Academic Office / Academic Instructional Coaches

Program Name: Teacher Retention Work

Submitted By: Sara Martens

<p>Connection to TP3.0 / District Priorities / Academic Priorities</p>	<p>Pillar 3: The district cultivates teachers and leaders who foster effective, culturally responsive learning environments. 3.2-SLPS recruits, hires, cultivates, and retains more high quality, effective teachers. Upon completion of the 2021-2022 school year, 100% of Academic Instructional Coaches will have successfully completed training on cultivating resilience in teachers and coaching for emotional resilience and curated resources and strategies in order to implement a teacher retention plan for the 2022-2023 school year.</p>
<p>Description</p>	<p>Academic Instructional Coaches will learn and begin to implement best practices, established by Bright Morning Team and Instructional Coaching Group, in coaching around emotional resilience as a key strategy in cultivating and retaining high quality, effective teachers.</p>
<p>Strategy to accomplish your Target</p>	<ul style="list-style-type: none"> • Training on Coaching for Emotional Resilience • Development of a new teacher support system for AICs • Baseline data collected from each school about the rate of teacher retention over the past 3-5 years • Baseline data collected from each school about the rate of teachers who are absent from work
<p>Strategy Sponsor/Owner(s)</p>	<p>Dr. Sara Martens</p>
<p>Impact Group(s)</p>	<p>PreK-12 Grade Teachers and Students</p>
<p>Key Performance Indicators</p>	<ul style="list-style-type: none"> • Completion of Coaching for Emotional Resilience training • Completion of New Teacher Support Program • Decreased numbers of teachers quitting and resigning • Decreased numbers of teachers missing work and taking days off • Increased evidence of teacher job satisfaction in connection to their AIC and the AIC’s support of them.
<p>Key Action Steps</p>	<ul style="list-style-type: none"> • 100% of newly hired SLPS AICs will receive training from on the following topic: <ul style="list-style-type: none"> ○ Coaching for Emotional Resilience • A group of AIC leaders will work together to develop the AIC New Teacher Support program. • All AICs will receive the packaged program and support from the AIC leadership team in implementing the program.

'21-22 Budgeted	\$5,000 for training + \$20,000 for professional development supplies and supplies Total = \$25,000

**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.

Chief Academic Office / CCR

Program Name: Career and Technical Ed

Submitted By: Bender/Maltbia

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar IV All students learn to read and succeed By August 2022, CTE programs will have a student enrollment increase of 3% for Individuals w/Disabilities.
Description	CTE Department will collaborate with the District’s Special Education Department to cross-train Counselors and Teachers to increase equitable access to CTE programs for Individuals w/ Disabilities, through the enhancement of accommodations and modifications to support Individuals w/ Disabilities learning in CTE course pathways.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Strategic use of professional development cross training to increase awareness for counselors and teachers to improve equitable opportunities for Individuals w/ Disabilities. • Develop PD for CTE staff with the Special Education Department, to enhance accommodations and modifications to increase student success for Individuals w/ Disabilities. • Develop inclusive marketing for CTE Programming that demonstrates that Programming is for ALL students, to attract Individuals w/ Disabilities students.
Strategy Sponsor/Owner(s)	Tony Maltbia
Impact Group(s)	High School Students
Key Performance Indicators	<ul style="list-style-type: none"> • Increase the number of Individuals w/ Disabilities enrollment into CTE Programming. • Increase equitable and inclusive CTE marketing to attract Individuals w/ Disabilities student enrollment.
Key Action Steps	<ul style="list-style-type: none"> • Provide data that supports successful inclusion for Individuals w/Disabilities in CTE programs.

	<ul style="list-style-type: none"> • Develop continuous monitoring plan to provide accountability for the inclusion of Individuals w/ Disabilities and ELL students. • Create data collection procedures to track student inclusion process • Increase inclusive marketing outreach for CTE Programs being for All students
'21-22 Budgeted	(Perkins Funding)

Chief Academic Office / CCR

Program Name: Early College Academy

Submitted By: Beth Bender, PhD

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar IV All students learn to read and succeed Grow ECA Cohort 2024 (this year’s sophomores) by at least 5 students.
Description	We are looking to expand ECA as we have funders to support growth. We are exploring the traditional ECA as well as a Nursing strand ECA that would lead to automatic acceptance for the STLCC RN program upon graduation.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Create a new marketing plan. • Actively recruit from all high schools based on GPA. • Conduct Accuplacer testing for all interested students. • Make selection of students by May. • Create more of a branding identity with the program.
Strategy Sponsor/Owner(s)	
Impact Group(s)	
Key Performance Indicators	<ul style="list-style-type: none"> • Monitor demographics of students. • Target underrepresented schools. • Continue with induction activities as in the past.
Key Action Steps	<ul style="list-style-type: none"> • Establish timeline for recruitment and testing. • In January, determine initially eligible students based on GPA. • Advertise to eligible students and families. • Target recruitment by school and with new marketing materials. • Test eligible students up to 2x on Accuplacer by CCR team to determine final eligibility. • Offer acceptance to those deemed fully eligible. • Set induction activities and schedule
'21-22 Budgeted	\$20,000

**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.

Chief Academic Office / Culture and Climate

Program Name: Accurate SIS Bullying Records

Submitted By: Casetta Brown

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 3: The district cultivates teachers and leaders who foster effective, culturally responsive learning environments
Description	The Culture and Climate Coordinator will audit SLPS School’s SIS records quarterly per SLPS, DESE and the Office of Civil Rights compliance for the purposes of accuracy, transparency, and policy adherence.
Strategy to accomplish your Target	Run quarterly SIS Bullying Reports to catch errors and make corrections to consistently remain in compliance per SLPS, DESE and the Office of Civil Rights.
Strategy Sponsor/Owner(s)	Casetta Brown / Culture & Climate Coordinator
Impact Group(s)	School Leaders, School Staff, Students and Families
Key Performance Indicators	<ul style="list-style-type: none"> • <i>All SIS Bullying Records are accurate and complete in compliance with school and state policies.</i>
Key Action Steps	<ul style="list-style-type: none"> • Run SIS Bullying Incident Reports through SIS to determine bullying incidents that have taken place within the district. • Using the Bullying Incident Report, check the SIS Event Module to ensure accuracy of the reporting process. <ul style="list-style-type: none"> • Determine accuracy per SLPS Anti-Bullying Policy and definitions • Check for “2-2-10 Policy” compliance • Check for adherence to the Bullying and Reporting Investigation Regulation guidelines • Check for the completion of the Bullying Report Form • Check for accurate reporting within the SIS Discipline and Event Modules using the SIS Bullying Reporting Instructions Manual • Email principals or his/her designee to make corrections if inaccuracies or incomplete reporting procedures are recorded within SIS School Files.

	<ul style="list-style-type: none"> • Set deadlines for completion of accurate SIS School Bullying Records • Train principal or his/her designee on the SIS Bullying Reporting Procedures • Re-run School's SIS Bullying Incident Reports to ensure accuracy and file completion if there has been an instance of bullying.
'21-22 Budgeted	No Funding required to implement

Chief Academic Office / Culture and Climate

Program Name: Focus Schools

Submitted By: Casetta Brown

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 3: The district cultivates teachers and leaders who foster effective, culturally responsive learning environments 3.4 By 2020, SLPS will reduce the percentage of students receiving Out-of-School Suspensions (OSS) by 10% and reduce the percentage of students receiving more than two OSS's by 30%
Description	The Culture and Climate Coordinator supports all 68 schools within SLPS, but strategically selects 6-8 schools to support more closely via school partnerships throughout the school year.
Strategy to accomplish your Target	Offer behavioral, data analysis and professional development support while working to strengthen Student Support Team and increase internal expertise within school teams 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.
Strategy Sponsor/Owner(s)	Casetta Brown / Culture & Climate Coordinator
Impact Group(s)	Focus Schools: School Leaders, Student Support Teams, AIC's, Teachers, Students
Key Performance Indicators	<ul style="list-style-type: none"> • All Focus Schools will have Student Support Teams in place • All Focus Schools show growth on Action Plans
Key Action Steps	<ul style="list-style-type: none"> • Attend monthly SST meetings to ensure that SST is making progress on the TFI priorities with universal support (discipline flowchart, PD calendar, parent meetings, behavioral expectations lessons, behavioral matrix) and the school action plan. <ul style="list-style-type: none"> • Meet bi-weekly with school leaders to offer guidance and coaching on the TFI strategies and action plan to be implemented. • Lead professional development and coaching sessions as needed and requested by the school leader and administrators.
'21-22 Budgeted	No Funding required to implement

Chief Academic Office / Culture and Climate

Program Name: District Culture & Climate Committee

Submitted By: Casetta Brown

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 3: The district cultivates teachers and leaders who foster effective, culturally responsive learning environments 3.5 By 2020, SLPS will reduce the percentage of students receiving Out-of-School Suspensions (OSS) by 10% and reduce the percentage of students receiving more than two OSS's by 30%.
Description	The District Culture and Climate Committee is a strategically selected group of SLPS teammates with various roles that meet monthly to create and develop a system of standardized systems, procedures and routines for culture and climate across Saint Louis Public Schools.
Strategy to accomplish your Target	To be the 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 Sponsor/Owner(s)	Casetta Brown / Culture & Climate Coordinator
Impact Group(s)	All SLPS Stakeholders
Key Performance Indicators	<ul style="list-style-type: none"> • All meeting agenda 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	<ul style="list-style-type: none"> • Attend monthly committee meetings to collaborate and review districtwide data and procedures to inform and create a more positive culture and climate across the district as measured by progress on the PBIS District Systems Fidelity Inventory. • Develop and implement a district action plan to implement practices, systems and databased decisions across the district as measured by progress on the PBIS District Systems Fidelity Inventory. Lead professional development and coaching sessions as needed and requested by the school leader and administrators.
'21-22 Budgeted	No Funding required to implement

**ESOL / Migrant
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.

Chief Academic Office / ESOL

Program Name: ELL Instruction

Submitted By: Dr. Alla Gonzalez Del Castillo

<p>Connection to TP3.0 / District Priorities / Academic Priorities</p>	<p>District Priorities:</p> <ul style="list-style-type: none"> ○ 4c English Language Learners ○ 3c Culturally Responsive Schools
<p>Description</p>	<p>We will promote English language learner success in the area of English language development and academic content mastery by providing differentiated instructional support to ELL students, teachers, and school leaders to ensure ELL students’ growth and teachers’/staff ability to support diverse learning needs of ELLs.</p>
<p>Strategy to accomplish your Target</p>	<p>Strategy #1: Instructional Supports for ESOL Center Schools</p> <ul style="list-style-type: none"> ● The ESOL Office will partner with ESOL center schools to support the development and implementation of site-based ELL plans; ● ESOL Coordinators will partner with school leadership teams to conduct collaborative walkthroughs (ESOL groups/classrooms, co-teaching/collaborative environments, content classrooms with ELLs); ● ESOL Coordinators will provide instructional supports to ESOL and classroom/content teachers around implementation of ESOL strategies and use of ESOL materials based on student proficiency levels and

	<p>individualized language development goals (lesson plan & web page feedback, walkthroughs, coaching);</p> <ul style="list-style-type: none"> • The ESOL Office will provide support and guidance to ESOL teachers around ESOL accountability activities. <p>Strategy #2: Instructional Supports for ELLs in non-center Schools</p> <ul style="list-style-type: none"> • ESOL Coordinator & itinerant ESOL teachers will provide instructional supports to teachers supporting non-center schools around implementation of ESOL strategies and use of ESOL materials based on student proficiency levels and individualized language development goals; • ESOL Coordinator & itinerant ESOL teachers will provide resources to classroom/content teachers in non-center schools around implementation of ESOL strategies and use of ESOL materials. <p>Strategy #3: Instructional Supports for Potential ELLs in PreK</p> <p>ESOL itinerant teacher will provide instructional supports to potential ELLs in PreK to facilitate their language development.</p> <p>Strategy #4: ELL Assessment</p> <ul style="list-style-type: none"> • ESOL teachers will use various types of data to inform and monitor services and instructional supports for ELLs (WIDA screener, ACCESS, English language development assessment, etc.). • ESOL teachers will develop and maintain ELL Portfolios with individualized goals for language development and evidence of goal attainment.
Strategy Sponsor/Owner(s)	Dr. Alla Gonzalez Del Castillo
Impact Group(s)	ESOL teachers, classroom/content teachers, school leadership teams
Key Performance Indicators	<ul style="list-style-type: none"> • # of walkthroughs; • # of coaching sessions;

	<ul style="list-style-type: none"> • # of teachers growing in each of the key ESOL instructional areas (content & language objectives, academic language, differentiation, engagement); • % of ELLs meeting or exceeding on English language development assessment; • % of ELLs in each ESOL center school and district-wide showing progress in learning English on ACCESS; • % of ELLs in each ESOL center school and district-wide becoming proficient in English on ACCESS.
<p>Key Action Steps</p>	<p>Strategy #1: Instructional Supports for ESOL Center Schools</p> <ul style="list-style-type: none"> • Support ESOL center schools with identification of ELL students and development of support structures based on individual language development needs; • Revise ELL Plan template and share with ESOL center schools; • Develop a rubric for ELL Plan development; • Collaborate with ESOL teachers and school leadership teams at each school to support ELL Plan development and implementation; • Offer professional development training sessions for ESOL/content teachers and school leadership teams to support ELL plan development and implementation; • Set targets for each school to advance collaborative walkthroughs based on prior year data; • Support ESOL teachers with language development goal setting and progress monitoring; • Conduct weekly lesson plan and web site checks for all ESOL teachers and share feedback; • Conduct walkthroughs to provide teachers with feedback around ELL instruction and help identify areas where development may be needed;

- Conduct coaching cycles with ESOL teachers to ensure effective implementation of ESOL strategies;
- Establish and share ESOL expectations for each quarter;
- Monitor compliance with ESOL instructional expectations;
- Establish and maintain communication with principals around ESOL instruction and expectations;
- Track and report on the evidence of impact in the area of ESOL instruction.

Strategy #2: Instructional Supports for ELLs in non-center Schools

- Identify ELL students in non-center schools and develop support structure to ensure services are provided based on individual language development needs;
- Develop resources and tools for classroom/content teachers in non-center schools to make them aware of students' language development needs and ways to support them in the classroom;
- Conduct weekly lesson plan and web site checks for ESOL teachers supporting non-center schools and share feedback;
- Conduct walkthroughs to provide ESOL teachers supporting non-center schools with feedback around ELL instruction and help identify areas where development may be needed;
- Conduct coaching cycles with ESOL teachers supporting non-center schools to ensure effective implementation of ESOL strategies;
- Monitor compliance with ESOL instructional expectations;
- Establish and maintain communication with principals around ESOL instruction and expectations;
- Track and report on the evidence of impact in the area of ESOL instruction.

Strategy #3: Instructional Supports for Potential ELLs in PreK

	<ul style="list-style-type: none"> • Identify potential ELLs in ESOL center schools; • Provide instructional supports to potential ELLs based on individual language development needs; • Provide bilingual books for PreK classrooms to offer students opportunities to interact with bilingual books in their classrooms. <p>Strategy #4: ELL Assessment</p> <ul style="list-style-type: none"> • Screen all potential ELLs for ELL identification; • Administer ACCESS to all ELLs receiving services; • Develop schedule and monitor completion of English language development assessment; • Monitor and support teachers with ELL Portfolio; • Support ESOL teachers and school staff in ELL data analysis to ensure ELL services provided match district Lau Plan requirements and support students’ language proficiency level.
<p>'21-22 Budgeted</p>	<ul style="list-style-type: none"> • ESOL Instructional materials <ul style="list-style-type: none"> ○ TEAM K – 12: \$4,500 ○ Oxford University Press: \$1,000 ○ Benchmark Education: \$20,000 ○ National Geographic / Cengage \$10,000 ○ Achieve 3000: \$4,000 ○ Brain Pop: \$4,500 ○ Learning A – Z ELL Edition \$3,000 • Salary for ESOL Data Specialist Budgeted in Title III LEP; • Salaries for three Coordinators Special Area, 0.75 FTE ESOL Instructional Coordinator, & ESOL teachers. Budgeted in GOB.

Chief Academic Office / ESOL

Program Name: ESOL Professional Development

Submitted By: Dr. Alla Gonzalez Del Castillo

Connection to TP3.0 / District Priorities / Academic Priorities	District Priorities: <ul style="list-style-type: none">• 4c English Language Learners• 3c Culturally Responsive Schools
Description	We will build ELL capacity of SLPS teachers and staff working with ELLs by providing differentiated professional development opportunities specific to staff roles/site needs.
Strategy to accomplish your Target” (Pillar; SMART Goal; District Priorities, Academic Priorities)	Strategy #1: District PD Days <p>The ESOL Office will offer ESOL cohorts during district PD days (ESOL teachers and classroom/content teachers).</p> Strategy #2: SIOP & Co-teaching <p>The ESOL Office will offer SIOP and Co-teaching cohorts to continue to build SIOP and co-teaching capacity in ESOL center schools (PD sessions + coaching).</p> Strategy #3: ELL PD for District Staff <p>The ESOL Office will offer ESOL sessions to various district departments/schools as it relates to their role in supporting ELL students and families (Sp. Ed., FCSs, secretaries, counselors, etc.).</p> Strategy #4: ELL Workshops & Conferences <p>The ESOL Office will provide support to ESOL teachers and staff as well as school leadership teams in ESOL center schools to increase their participation in ESOL workshops and conferences (Elevation, Federal Programs, WIDA, TESOL, BIRE, etc.).</p>

	<p>Strategy #5: ESOL PD Library</p> <p>ESOL Instructional Coordinator will facilitate the development and implementations of the ESOL PD Library (a collection of short PD videos linked to key ELL instructional areas, quick checks for understanding, implementation follow up during walkthroughs).</p>
Strategy Sponsor/Owner(s)	Dr. Alla Gonzalez Del Castillo
Impact Group(s)	ESOL teachers, classroom/content teachers, various district departments/staff working with ELLs
Key Performance Indicators	<ul style="list-style-type: none"> • # of ESOL PD sessions; • # of ESOL PD participants (duplicated and unduplicated); • ESOL walkthrough rubric (content & language objectives, academic language, differentiation, engagement); • SIOP and Co-teaching specific look-for for SIOP and Co-teaching cohorts; • # Of ESOL teachers showing improvement in key ESOL instructional areas (content & language objectives, academic language, differentiation, engagement).
Key Action Steps	<p>Strategy #1: District PD Days</p> <ul style="list-style-type: none"> • Determine PD content for ESOL and classroom/content teachers; • Schedule and conduct PD sessions; • Share planned PD sessions with PD department; • Collect and report on cohorts’ evidence of impact. <p>Strategy #2: SIOP & Co-teaching</p> <ul style="list-style-type: none"> • Determine PD format for ESOL cohorts (SIOP and Co-teaching);

- Recruit SIOP and Co-teaching cohort participants;
- Schedule and conduct PD sessions and coaching.
- Share PD schedule with PD department;
- Process extra service pay for PD participants;
- Collect and report on cohorts' evidence of impact.

Strategy #3: ELL PD for District Staff

- Identify relevant ELL content for various district departments/schools;
- Identify key contacts and schedule PD sessions;
- Develop and conduct sessions;
- Collect and report on sessions' evidence of impact.

Strategy #4: ELL Workshops & Conferences

- Identify and communicate information about ESOL workshops and conferences;
- Support workshop and conference registration for interested staff;
- Follow up with workshop/conference participants to reflect on their PD experience and set implementation targets as it applies to their role within the district;
- Monitor targets through walkthroughs/check-ins to ensure application.

Strategy #5: ESOL PD Library

- Determine procedures for teachers to access ESOL PD Library;
- Identify and implement tracking mechanisms for participants;
- Determine communication protocols within the team to ensure each teacher who participates in video PD has a follow-up to facilitate implementation;

	<ul style="list-style-type: none"> • Determine ways PD content will be identified and who will develop PD sessions; • Process extra service for session development; • Collect and report on ESOL Library evidence of impact.
'21-22 Budgeted	<ul style="list-style-type: none"> • Extra service pay for SIOP cohort participants (\$10,000) Budgeted in Title III LEP; • Extra service pay for Co – teaching cohort participants (\$10,000) Budgeted in Title III LEP; • Extra service pay for PD session development (\$5,000) Budgeted in Title III LEP; • ELL conferences such as Elevate, Federal programs, WIDA, TESOL, and BIRE (\$5,000) Budgeted in Title III • Salary for 0.25 ESOL Instructional Coordinator FTE Budgeted in Title III LEP; • Salaries for three Coordinators Special Area, ESOL, Budgeted in GOB.

Chief Academic Office / ESOL
 Program Name: ELL Family Engagement
 Submitted By: Dr. Alla Gonzalez Del Castillo

Connection to TP3.0 / District Priorities / Academic Priorities	District Priorities: <ul style="list-style-type: none"> • 4c English Language Learners • 2b Equitable Resources
Description	We will empower ELL parents to participate in their child’s education by providing parent engagement opportunities for ELL families.
Strategy to accomplish your Target	<p>Strategy #1: ELL Parent Meetings The ESOL Office will provide ELL families with opportunities to learn about key elements of US educational system, SLPS in particular.</p> <p>Strategy #2: ELL Family Events The ESOL Office will offer ELL parents an opportunity to engage in educational experiences with their children.</p> <p>Strategy #3: ELL Family Resources ESOL Bilingual Family Specialist will develop resources and tools to support ELL families in understanding US education systems, SLPS in particular, and help ELL families’ support their child’s learning.</p>
Strategy Sponsor/Owner(s)	Dr. Alla Gonzalez Del Castillo
Impact Group(s)	ELL students & ESOL families
Key Performance Indicators	<ul style="list-style-type: none"> • # of participants at each ELL parent event; • Bilingual Parent Library circulation statistics; • Parent feedback collected during ELL parent meetings (qualitative data).
Key Action Steps	<p>Strategy #1: ELL Parent Meetings</p> <ul style="list-style-type: none"> • Identify content for each ELL Parent Meeting; • Create a calendar for ELL parent engagement events, share it with ELL parents and district staff; • Prepare the session in English and train language access team to ensure message consistency; • Post information about ELL parent meetings on the website, share with ELL parents via flyers and robo calls; • Collect parent feedback and use it to plan parent events; • Track and report on the number of participants. <p>Strategy #2: ELL Family Events</p> <ul style="list-style-type: none"> • Identify content for each ELL Family Engagement Event (ESOL Back to School Festival/ESOL Welcome Week, Math Hour, STEM Hour, Bake-a-Book, ESOL College and Career Fair);

	<ul style="list-style-type: none"> • Add family engagement opportunities to the ELL parent engagement calendar; • Determine the format and prepare parent engagement activities; • Train all staff involved to ensure consistency within all language groups; • Post information about ELL parent engagement events on the website, share with ELL parents via flyers and robo calls; • Collaborate with FCSs to promote Bilingual Parent Library to increase circulation statistics via parent check outs and library subscription; • Explore the possibility of creating a digital bilingual library to increase access to bilingual materials. • Track and report on the number of participants. <p>Strategy #3: ELL Family Resources</p> <ul style="list-style-type: none"> • Identify content and format for family engagement resources; • Develop and share resources with ELL families; • Develop an ELL resource folder for FCSs; • Collect ELL parent feedback & revise resources/tools accordingly.
'21-22 Budgeted	<ul style="list-style-type: none"> • Salary for ESOL Parent Specialist. Budgeted in Title III LEP. • Salary for district Translators / Interpreters. Budgeted in GOB. • Extra service / overtime for district staff to facilitate family engagement activities outside of their scheduled work hours (\$5,000). Budgeted in GOB.

Chief Academic Office / ESOL

Program name: Language Access

Submitted By: Dr. Alla Gonzalez Del Castillo

<p>Connection to TP3.0 / District Priorities / Academic Priorities</p>	<p>District Priorities:</p> <ul style="list-style-type: none"> • 4c English Language Learners • 2b Equitable Resources
<p>Description</p>	<p>We will facilitate effective communication between ELL students/families and district staff by providing language access services.</p>
<p>Strategy to accomplish your Target</p>	<p>Strategy #1: Translation District language access team will collaborate with various district departments to provide translation of district documents to district’s major languages.</p> <p>Strategy #2: Interpretation The ESOL Office will offer in person and telephonic interpretation to support communication between ELL parents and district staff.</p> <p>Strategy #3: Robo Calls District language access team will collaborate with various district departments to record robo calls in district’s major languages.</p> <p>Strategy #4: Personalized Phone Calls District language access team will offer personalized phone calls to ELL parents to support district staff communication with ELL parents.</p> <p>Strategy #5: ELL Family Directory ESOL teachers will develop and implement ELL Family Directory at each ESOL center school to ensure all school staff are aware of ELL family’s communication needs and preferences.</p>
<p>Strategy Sponsor/Owner(s)</p>	<p>Dr. Alla Gonzalez Del Castillo</p>
<p>Impact Group(s)</p>	<p>ELL students, ESOL families and district staff</p>
<p>Key Performance Indicators</p>	<ul style="list-style-type: none"> • # of students, ELL parents, district staff supported; • # of translated district documents; • # of robo calls recorded in multiple languages.
<p>Key Action Steps</p>	<p>Strategy #1: Translation</p> <ul style="list-style-type: none"> • Share process for requesting translations with district staff, including a handout to principals at the Back to School PD; • Add translated documents to the district library of translated documents, when applicable;

	<ul style="list-style-type: none"> • Review district library of translated documents to ensure all current translations represent current document versions, update translations, as needed; • Track and report on the number of documents translated. <p>Strategy #2: Interpretation</p> <ul style="list-style-type: none"> • Share process for accessing interpretation supports through the district language access team, including a handout to principals at the Back to School PD; • Utilize available technology to support interpretation requests: 3-way calls, Teams, Zoom. • Provide each school with access to telephonic interpretation to be used for languages not available within the district language access team; • Provide each school with guidance on proper usage of telephonic interpretation; • Develop and conduct training for bilingual district staff school leaders plan on using to support parent communication with ELL families at their site; • Monitor the use of telephonic interpretation; • Track and report on language access supports provided. <p>Strategy #3: Robo Calls</p> <ul style="list-style-type: none"> • Share process for requesting robo calls with district staff; • Train new ESOL staff on robo call recording; • Track and report on the number of robo calls recorded in multiple languages. <p>Strategy #4: Personalized Phone Calls</p> <ul style="list-style-type: none"> • Share process for requesting a personalized phone call; • Ensure follow up to all parties involved; • Track and report on the language access supports provided. <p>Strategy #5: ELL Family Directory</p> <ul style="list-style-type: none"> • Share purpose of ELL Family Directory with ESOL teachers and school leaders; • Set parameters and provide examples for ELL Family Directory; • Follow up with ESOL center schools to ensure ELL Family Directories are initiated and are maintained throughout the year; • Refer school staff to the ELL Family Directory when discussing language access requests.
'21-22 Budgeted	<ul style="list-style-type: none"> • Language access vendors (\$40,000). Budgeted in GOB. <ul style="list-style-type: none"> ○ BIAS \$25,000 ○ LAMP \$15,000 • Salary for district Translators / Interpreters. Budgeted in GOB.

	<ul style="list-style-type: none">• Extra service / overtime for district interpreters to work over the summer to ensure availability of language access supports over the summer (\$5,000). Budgeted in GOB.• Mileage for district translators / interpreters (\$2,000). Budgeted in GOB.

**PROFESSIONAL DEVELOPMENT
MISSION STATEMENT**

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

Chief Academic Office / Professional Development

Program Name: Cohort Model PD

Submitted By: Dr. LaTisha Smith

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 3: The district cultivates teachers and leaders who foster effective, culturally responsive learning environments</p> <p>3.1- SLPS recruits, hires, cultivates and retains more high quality, effective building leaders</p> <p>3.2- SLPS recruits, hires, cultivates and retains more high quality, effective teachers</p> <p>3.3- SLPS recruits, hires, cultivates and retains more high quality, effective support staff, including contracted services</p> <p>3.4- SLPS aligns policies and operations with effective culturally responsive practices</p>
Description	<p>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.</p>
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Provide a whole district approach to and focus on professional learning and growth across a variety of topics and interests. • Provide targeted PD sessions to support/instruct teachers so they can impact student achievement.
Strategy Sponsor/Owner(s)	Dr. LaTisha Smith
Impact Group(s)	Teacher and Staff in SLPS
Key Performance Indicators	<ul style="list-style-type: none"> • Increase the opportunities of participation and numbers of participants for District-wide Professional Development with a 25% increase of the virtual “opt-in” PD offerings for staff for April 2021 as compared to April 2020. • Improve the perception of Professional Development learning with 80% of participants reporting PD as successful/impactful, as measured by submitted PD surveys for the 2020-2021 school year.

Key Action Steps	<ul style="list-style-type: none"> • Survey the needs of teachers and leaders in the district • Establish measures of success for PD sessions using the Evidence of Impact (EOI) Document • Utilize the EOI document to determine the goals to be continued, altered, and/or eliminated
'21-22 Budgeted	\$72,000

Chief Academic Office / Professional Development

Program Name: PD Booster Sessions

Submitted By: Dr. LaTisha Smith

<p>Connection to TP3.0 / District Priorities / Academic Priorities</p>	<p>Pillar 3: The district cultivates teachers and leaders who foster effective, culturally responsive learning environments 3.1- SLPS recruits, hires, cultivates and retains more high quality, effective building leaders 3.2- SLPS recruits, hires, cultivates and retains more high quality, effective teachers 3.3- SLPS recruits, hires, cultivates and retains more high quality, effective support staff, including contracted services 3.4- SLPS aligns policies and operations with effective culturally responsive practices</p>
<p>Description</p>	<p>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 intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement. (Killion & Roy, 2010).”</p>
<p>Strategy to accomplish your Target</p>	<ul style="list-style-type: none"> • Provide 25% more targeted PD sessions for the 2021-2022 Academic year as compared to the 2020-2021 Academic Year to support/instruct teachers so they can impact student achievement.
<p>Strategy Sponsor/Owner(s)</p>	<p>Dr. LaTisha Smith</p>
<p>Impact Group(s)</p>	<p>Teacher and Staff in SLPS</p>
<p>Key Performance Indicators</p>	<ul style="list-style-type: none"> • Improve the perception of Professional Development learning with 80% of participants reporting PD as successful/impactful, as measured by submitted PD surveys for the 2020-2021 school year.
<p>Key Action Steps</p>	<ul style="list-style-type: none"> • Survey the needs of teachers and leaders in the district to develop an idea of targeted PD needs. • Plan and implement targeted PD Session to support identified teacher needs.
<p>'21-22 Budgeted</p>	<p>\$70,500</p>

Chief Academic Office / Professional Development

Program Name: Certification Programs

Submitted By: Dr. LaTisha Smith

<p>Connection to TP3.0 / District Priorities / Academic Priorities</p>	<p>Pillar 3: The district cultivates teachers and leaders who foster effective, culturally responsive learning environments</p> <p>3.1- SLPS recruits, hires, cultivates and retains more high quality, effective building leaders</p> <p>3.2- SLPS recruits, hires, cultivates and retains more high quality, effective teachers</p> <p>3.3- SLPS recruits, hires, cultivates and retains more high quality, effective support staff, including contracted services</p> <p>3.4- SLPS aligns policies and operations with effective culturally responsive practices</p>
<p>Description</p>	<p>The SLPS Certification programs are designed to ensure there are highly qualified staff in the teaching positions in which they are assigned to teach. Through a partnership between the district and Parsons Blewett Memorial Fund, teachers are supported financially and academically to be successful in one of the certification programs of need, or as designated by a particular school theme/designation.</p>
<p>Strategy to accomplish your Target</p>	<ul style="list-style-type: none"> • Submit a proposal to Parsons Blewett to request funds to renew each certification program as follows: <ul style="list-style-type: none"> ○ Gifted ○ Montessori ○ Initial TA Certification ○ K-12 Special Reading
<p>Strategy Sponsor/Owner(s)</p>	<p>Dr. LaTisha Smith</p>
<p>Impact Group(s)</p>	<p>Teacher and Staff in SLPS</p>
<p>Key Performance Indicators</p>	<ul style="list-style-type: none"> • Increase the numbers of highly qualified teachers in SLPS with a 25% increase in the participation of students in the SLPS Certification Programs. • Document 100% of the number of staff completing these programs and remaining in (or being hired/placed in) the relevant areas for the certifications earned through these programs.
<p>Key Action Steps</p>	<ul style="list-style-type: none"> • Recruit teachers for the current SLPS Certification Programs • Get feedback on continuous improvement of partnerships and participation in these programs • Explore and expand additional certification programs based on shortages and district hiring needs.

'21-22 Budgeted	\$339,700

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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.

Chief Academic Office / Office of Special Education

Program Name: Goal #1

Submitted By: Candice Boyd

<p>Connection to TP3.0 / District Priorities / Academic Priorities</p>	<p>Pillar 1: The District creates a system of excellent schools Pillar 2: The District advances fairness and equity across its system</p>
<p>Description</p>	<p>Overarching for the Office of Special Education (OSE) continues to be a primary objective to provide and maintain those environmental conditions in schools that are most conducive to 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 environment. The entire special education administrative team embraces effectuating these efforts.</p>
<p>Strategy to accomplish your Target</p>	<p>A continued emphasis of efforts towards this strategy not only led to the success of last year’s DESE Triennial Self Asst. which notes significant 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 and systematically via our assessment protocol budget/acquisition of tools coupled with a rigorous PD schedule up through fall of school year 2020-2021 and 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.</p>
<p>Strategy Sponsor/Owner(s)</p>	<p>Director of SPED: Candice Boyd/Asst. Dir. SPED: Lisa Jackson-Terry & SPED Administrative (PC) Team</p>
<p>Impact Group(s)</p>	<p>School-age Students w/Identified Disabilities Diagnostic and SPED Teams All staff that implement IEPs for students ages 3-21</p>
<p>Key Performance Indicators</p>	<p>1.) Ensure timely acquisition of all assessment protocols for all SPED diagnosticians and 2.) Ensure adherence to DESE’s 60-day timeline for evaluations. 3.) Continue efforts towards compliance in implementing DESE’s new MAP-A process/criteria for school</p>

	<p>year 2020-2021 given our virtual learning platform/virtual assessments, in addition to 4.) Continued refinements towards DESE’s no greater than 1% MAP-A expectation (reduced to 1.1% last school. Once this year’s enrollment is finalized for MAP-A, in approximately one month we will be able to better ascertain this year’s percentage level.)</p>
<p>Key Action Steps</p>	<ul style="list-style-type: none"> • The OSE will provide ongoing professional development to our team of psychological examiners/related service providers regarding our 60 day window when responding to a request and any other PD that will enhance their delivery of special education services • The OSE will continue to partner with HR to secure examiners to fill new and existing vacancies • The OSE will continue to partner with local colleges and universities to secure intern examiners/related service providers as means to recruit for the district <p>The OSE will purchase testing materials/protocols to address evaluation needs/request for the following program types (K-12, ECSE, and NPAS)</p> <p>OSE will continuously monitor and note trends/patterns relative to being out of compliance in special education for the purposes creating/designing and facilitation of ongoing professional development for all its constituents responsible for SPED implementation and support.</p>
<p>'21-22 Budgeted</p>	<p>\$80,000</p>

Chief Academic Office / Office of Special Education

Program name: Goal #2

Submitted By: Candice Boyd

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 1: The District creates a system of excellent schools Pillar 2: The District advances fairness and equity across its systems Pillar 4: All students learn to read and succeed
Description	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 trajectories evidenced in improved student performance in all core academic areas (reading, writing, mathematics) which is also inclusive of functional – life skills were appropriate (i.e. Gateway Complex/CAJT school populations).
Strategy to accomplish your Target	Strategy informed the SPED process desired growth and development for this new school year; serving as the driving force behind professional development focus areas as aligned with District’s Transformation Plan and primary focus on reading. As feedback is gleaned coupled with the need to address social-emotional - - behaviors and core academic gaps/delays in learning as a department we strive towards continuous improvement in these areas inclusive of learning towards the most appropriate adaptations, modifications and accommodations for student success towards learning targets; approaching this now dually from a virtual learning platform and that of in-person teaching and learning.
Strategy Sponsor/Owner(s)	Entire SPED Leadership in Partnership with Jeanne Rothermel with Education Plus/DESE
Impact Group(s)	Students, Teachers/Para educators, SPED Leadership Team
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 via a dual platform for virtual and in-person learning and for our students accessing Edmentum. (Inclusive of ensuring tools/resources for addressing student dysregulation, functional – life skills curriculum, Reading A-Z and other appropriate special education resource tools noting that via our virtual platforms this

	warrants home-school partnerships centered around learning access as documented in Form G.
Key Action Steps	OSE collaborates continuously with general education towards ensuring all SPED teachers have the BOE approved curriculum accessible to the degree possible in meeting the unique needs of students with special needs.) Additionally, PD for the OSE will continue to be facilitated towards meeting the unique needs of students who teachers/teams are serving based on data-driven decision-making; for the students served via the unique population of needs that exist in the District; particularly when focusing on both a virtual and in-person learning format.
'21-22 Budgeted	Up to \$50,000

Chief Academic Office / Office of Special Education

Program Name: Goal #3

Submitted By: Candice Boyd

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 1: The District creates a system of excellent schools Pillar 5: Community partnerships and resources support the District’s Transformation Plan
Description	The OSE continues to endeavor to demonstrate its’ fiscal responsibility through thoughtful and consistent oversight of the SPED budget development towards ensuring all general operating expenditures are seamless – continuous towards the department’s short and long-range objectives inclusive of ensuring support towards all SPED school improvement efforts, particularly in doing so in our response to serving students during the COVID 19 Pandemic.
Strategy to accomplish your Target” (Pillar; SMART Goal; District Priorities, Academic Priorities)	With appropriate use and coding of our operational funding sources for the OSE, it is the intent of the members of the OSE that we provide the required IEP services and supports necessary to ensure access to FAPE. While we are unable to predict any and all fiscal needs that will impact our office, we are committed to being educational advocates for our students with disabilities.
Strategy Sponsor/Owner(s)	Director: Candice Boyd/Asst. Dir. SPED: Lisa Jackson-Terry & SLPS SPED Finance Team: Victoria Glaspy & Nichelle Hunter
Impact Group(s)	Related Service providers, specialty programs (AU, HI, SET) Examiners, BTs, Special Education teachers, Para Educators and General education support staff
Key Performance Indicators	Balanced budgets used for funding any and all special education instructional and supplemental supports <ul style="list-style-type: none"> • Grant • GOB • Simon Fund
Key Action Steps	<ul style="list-style-type: none"> • Appropriate use and coding of the Grant budget as predicated within this budget • Appropriate use and coding of GOB dollars that support the OSE needs within the district • Appropriate use and coding of the Simon Fund as said dollars may only be used for direct supplemental supports for students
'21-22 Budgeted	Final Approved budget contains specific line items which drives the fiscal matters for the OSE (budget neutral)

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**AIM FOR FITNESS / HEALTHY SCHOOLS PROGRAM
MISSION STATEMENT**

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

Chief Academic Office / Healthy School Programs

Program Name: Healthy Schools Movement (HSM) and Healthy Schools Healthy Communities (HSHC)

Submitted By: M. Leanne White, Ed.S.

<p>Connection to TP3.0 / District Priorities / Academic Priorities</p>	<ul style="list-style-type: none"> ● PILLAR 1 The District creates a system of excellent schools <ul style="list-style-type: none"> ○ By 2021, all 11 SLPS school sites participating in the Healthy Schools Healthy Communities grant will maintain full accreditation for the “Healthy Schools Program” with the Alliance for a Healthier Generation and 100% of schools will achieve accreditation at the Bronze, Silver or Gold Award Level. ○ By 2022, all 15 SLPS school sites participating in the Healthy Schools Movement grant will maintain full accreditation for the “Healthy Schools Program” with the Alliance for a Healthier Generation and 100% of schools will achieve accreditation at the Bronze, Silver or Gold Award Level. ● PILLAR 2 The District advances fairness and equity across the system <ul style="list-style-type: none"> ○ Healthy Schools Programs (HSM & HSHC) will assess each school’s environment, and then equitably distribute funds, programs, supports, resources and services to create a healthier school environment. ● PILLAR 5 Community partnerships and resources support the District’s Transformation Plan <ul style="list-style-type: none"> ○ Healthy Schools Program community partners will provide data-driven programing, supports, and services to create healthier school environments.
<p>Description</p>	<ul style="list-style-type: none"> ● The school Wellness Champion will use the results from the School Health Assessment to develop Action Plans, based upon data-driven results integrated with Best Practices and facilitate

	the Action Plan items in-order to create a healthier school environment for students, staff and faculty.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Utilize resources from the Alliance for a Healthier Generation – School Health Advisory Council Model, Healthy Schools Assessment, Action Plan Model, Action Step Process and America’s Healthiest Schools Application Process • Assign a school Wellness Champion • Develop a School Health Advisory Council • Complete the School Health Assessment • Review School Health Assessment results • Develop Action Plans - Wellness Champion, School Health Advisory Council, School Leadership and Project Director will develop an Action Plan for the school based upon results of the School Health Assessment • Facilitate the implementation of the Action Plan - Wellness Champion, School Health Advisory Council, School Leadership and Project Director will facilitate the implementation of Action Plan items. • Update School Health Assessment, based upon facilitation of Action Plan items • Complete the “America’s Healthiest Schools” application process
Strategy Sponsor/Owner(s)	M. Leanne White, Ed.S.
Impact Group(s)	
Key Performance Indicators	<ul style="list-style-type: none"> • Receive accreditation for the “Healthy Schools Program” • An increase in healthy weight status for students or a decrease in BMI(5th – 8th grades) • Increase in minutes participating in physical activity • Fully implement the SLPS District Health and Wellness Policy
Key Action Steps	<ul style="list-style-type: none"> • Set eligibility criteria for position of Wellness Champion • Determine recruitment and selection process for Wellness Champion • Develop a Professional Development model to support Wellness Champions • Establish a School Health Advisory Council - Wellness Champions will collaborate with school leadership, classroom teachers, other school staff, students and parents through the School Health Advisory Council in-order to impact student health, wellness and academic achievement • Complete the Healthy School Assessment

	<ul style="list-style-type: none"> • Utilize professional standards to determine each school’s level of “Health and Wellness” as set by the Alliance for a Healthier Generation • Review School Health Assessment results • Develop Action Plans - Wellness Champion, School Health Advisory Council, School Leadership and Project Director will develop an Action Plan for the school based upon results of the School Health Assessment • Facilitate the implementation of the Action Plan - Wellness Champion, School Health Advisory Council, School Leadership and Project Director will facilitate the implementation of Action Plan items. • Update School Health Assessment, based upon facilitation of Action Plan items • Complete the “America’s Healthiest Schools” application process
'21-22 Budgeted	2020 – 2022 Grant Funded: \$150,000

GREEN SCHOOLYARD PROJECT

MISSION STATEMENT

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

Chief Academic Office / Green Schoolyards

Program – Froebel Redevelopment Plan and Cities Connecting Children to Nature Project (CCCN)

Submitted By: M. Leanne White, Ed.S.

<p>Connection to TP3.0 / District Priorities / Academic Priorities</p>	<ul style="list-style-type: none"> ● PILLAR 1: The District creates a system of excellent schools <ul style="list-style-type: none"> ○ By 2021, SLPS will develop a Standards Based Green Schoolyard Curriculum Plan. ○ By 2022, the Froebel Redevelopment Plan will be completed. ● PILLAR 2: The District advances fairness and equity across the system <ul style="list-style-type: none"> ○ By 2021, SLPS will prepare a Policy Maker Guide for Green Schoolyards. ○ By 2021, SLPS will utilize the Policy Maker Guide to assess school sites in-order to prioritize the selection for the implementation of the Green Schoolyards Program. ● PILLAR 5: Community partnerships and resources support the District’s Transformation Plan <ul style="list-style-type: none"> ○ By 2021, the CCCN work groups – Outdoor Learning Environment and Green Schoolyards Curriculum Plan will be established and progressing toward the main goal of connecting children with nature.
<p>Description</p>	<ul style="list-style-type: none"> ● The Froebel Redevelopment Plan will transform the asphalt-covered schoolyard through community engagement and participatory planning into a park-like space that improves students’ well-being, learning, and play while contributing to the ecological health and resilience of St. Louis. ● The Connecting Children to Nature Project will provide resources and support to assist SLPS with connecting children to nature in SLPS schools.
<p>Strategy to accomplish your Target”</p>	<ul style="list-style-type: none"> ● Assign an SLPS Project Director ● Form a Green Schoolyards Steering Committee and Internal SLPS Green Schoolyards Committee ● Follow Froebel Redevelopment Plan Timeline <ul style="list-style-type: none"> ○ Hire a Construction Manager

	<ul style="list-style-type: none"> ○ Develop a Scope of Work for the project ○ Complete the RFP/RFQ Process to hire contractors ● Complete the Froebel Redevelopment Transformation Plan at the Froebel school site ● Develop Policy Makers Guide ● Utilize resources from Connecting Children to Nature Network, and Work Groups - Outdoor Learning Environment and Green Schoolyards Curriculum Plan ● Develop the Green Schoolyards Curriculum Plan ● Develop a Professional Development Model for the implementation of the Green Schoolyards Curriculum Plan ● Create and Complete the “Outdoor Stump Seating” Pilot Project
Strategy Sponsor/Owner(s)	M. Leanne White, Ed.S.
Impact Group(s)	
Key Performance Indicators	<ul style="list-style-type: none"> ● Follow the Froebel Redevelopment Timeline ● Develop the Green Schoolyards Curriculum Plan ● Develop and deliver a Professional Development Model for the implementation of the Green Schoolyards Curriculum Plan ● Increase in number of minutes students are connecting with nature and/or outdoor activities at Froebel ● Fully implement the SLPS “Outdoor Stump Seating” Pilot Project at 6 schools
Key Action Steps	<p>Froebel Project:</p> <ul style="list-style-type: none"> ● Assign an SLPS Project Director ● Form a Green Schoolyards Steering Committee ● Form an Internal SLPS Green Schoolyards Committee ● Follow Froebel Redevelopment Plan Timeline ● Develop Policy Makers Guide ● Hire a Construction Manager ● Develop a Scope of Work for the project ● Complete the RFP/RFQ Process to hire contractors ● Complete each phase of the Froebel Redevelopment Transformation Plan ● Utilize the Policy Maker’s Guide to complete school site assessments and to make a decision on school site selection for future Green Schoolyard projects <p>Cities Connecting Children to Nature Project:</p> <ul style="list-style-type: none"> ● Establish Work Groups - Outdoor Learning Environment and Green Schoolyards Curriculum Plan ● Develop the Green Schoolyards Curriculum Plan

	<ul style="list-style-type: none"> • Develop a Professional Development Model for the implementation of the Green Schoolyards Curriculum Plan • Create and Complete the “Outdoor Stump Seating” Pilot Project • Utilize CCCN resource to connect children and staff with nature and/or outdoor activities at Froebel • Fully implement the SLPS “Outdoor Stump Seating” Pilot Project at 6 schools
'21-22 Budgeted	2020 – 2022 Grant Funded: \$552,500

**GIFTED AND TALENTED
MISSION STATEMENT**

The mission of the Gifted and Talented Office is to meet the unique academic and affective needs of the gifted and talented students.

Chief Academic Office / Unit: Academics

Program Name: Saint Louis Chess Club Partnership

Submitted By: Kip Warr

<p>Connection to TP3.0 / District Priorities / Academic Priorities</p>	<p>Pillar 4: All students learn to read and succeed.</p> <ul style="list-style-type: none"> • Smart Goal 4.4: All Students have access to enrichment resources, supports and opportunities that advance their success and love of learning. • District Priorities: 4.a Student reading proficiency, 4.b Student reading support. <p>Pillar 5: Community partnership and resources support the District’s Transformation Plan.</p> <ul style="list-style-type: none"> • Smart Goal 5.4: SLPS maximizes the effectiveness of its partnerships, working collaboratively to advance Transformation Plan Objectives. • District Priorities: 5a Volunteer and Mentors.
<p>Description</p>	<p>A Partnership was developed between The Saint Louis Chess Club SLPS Saint Louis Public Schools to offer chess programs in up to 70 schools in the Saint Louis Public School system. The mission of the Chess Club is to teach fundamental chess elements, in addition to promoting educational values that can be learned through chess. Chess classes will offer an opportunity for students to obtain a positive learning experience, while also learning lessons on critical thinking, planning, and sportsmanship. The Chess Club has established a chess educational program to develop and further the education and analytical skills of children through the game of chess, to maximize their potential to achieve the educational benefits of the game, and encourage interest in science, technology, and mathematics.</p>
<p>Strategy to accomplish your Target”</p>	<ul style="list-style-type: none"> • The Chess Club and each school will identify appropriate times and number of classes, including before school, during normal school hours, and after school. • The Chess Club will collaborate with district and school leaders, including the possibility of identifying benefits of chess on various non-cognitive and cognitive factors, including school performance, attendance, behavior and

	<p>attitudes through research protocols designed by the Chess Club.</p> <ul style="list-style-type: none"> • The Chess Club will provide professional development opportunities for teachers at the individual schools to undergo chess coach training based on the Teacher Certification Program at the Chess Club. <ul style="list-style-type: none"> ○ All programs are subject to availability of teachers and capacity of the Chess Club to staff those classes.
Strategy Sponsor/Owner(s)	Kip Warr
Impact Group(s)	Students, Parents, Community Volunteers
Key Performance Indicators	<ul style="list-style-type: none"> • Maintain or Increase the number of schools with chess teams. • Maintain or Increase the number of volunteer Chess Coaches and instructors per school. • Maintain or Increase the number of students who receive chess coaching. • Improvement in: <ul style="list-style-type: none"> ○ Students' Knowledge of Chess ○ Students Interest in Chess ○ Confidence in chess playing abilities ○ And other measurements of student engagement, as well as basic demographics including age and racial / ethnic background
Key Action Steps	<ul style="list-style-type: none"> • Identification of appropriate times and number of classes, including before school, during normal school hours, and after school. • Identification of the benefits of chess on various non-cognitive and cognitive factors, including school performance, attendance, behavior and attitudes through research protocols designed by the Chess Club. • Establish and promote the spring chess tournament among chess teams and school – based chess program volunteers. • Conduct the spring chess tournament, with maximum participation of chess teams and volunteers
'21-22 Budgeted	N/A

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OPERATIONAL PLAN TRACKER

Academic Office Operational Plan Tracking Template

Name of Division	Time Period Covered:					
Description	Performance Indicator	Key Action Steps	Lead	Timelines/ Completion Dates (When)	Resources Required (Supports)	Status
Tactical Plan 1:						
	Target	How	Who	When	Supports	In progress
	Target	How	Who	When	Supports	Not started
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	
	Target	How	Who	When	Supports	Not Started

	Target	How	Who	When	Supports	
Tactical Plan 2:						
	Target	How	Who	When	Supports	In progress
	Target	How	Who	When	Supports	Not started
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	
Tactical Plan 3:						

	Target	How	Who	When	Supports	In progress
	Target	How	Who	When	Supports	Not started
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	
Tactical Plan 4:						
	Target	How	Who	When	Supports	In progress

	Target	How	Who	When	Supports	Not started
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	
	Target	How	Who	When	Supports	Not Started
	Target	How	Who	When	Supports	

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TEMPLATE FOR DESIGNING KEY PERFORMANCE INDICATORS

TEMPLATE FOR DESIGNING KEY PERFORMANCE INDICATORS

This Template was designed by Bernard Marr & CO.

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

What is a Benchmark?

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

What is a Key Performance Indicator

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

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

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

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

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

Key Performance Questions (KPG)

KPI 1

KPI 2

Name the performance question(s) this indicator is helping to answer.

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

How will and won't this indicator be used

KPI 1

KPI 2

Describe how the insights this indicator generates will be used and outline how this indicator will not be used.

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

Indicator Name

KPI 1

KPI 2

Pick a short indicator name.

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

Data Collection Method

KPI 1

KPI 2

Describe how the data will be collected.

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

Assessment / formula / scale criteria

KPI 1

KPI 2

Describe how performance levels will be determined.

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

Targets and Performance Thresholds

KPI 1

KPI 2

Identification of targets or benchmarks.

Identify your targets, benchmarks, or thresholds.

Source of data

Describe where the data will come from.

KPI 1

KPI 2

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

Data collection frequency

Describe how frequently this indicator will be reported to the different audiences.

KPI 1

KPI 2

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

Reporting Frequency

Outline how frequently this indicator will be reported to the different audiences (if applicable).

KPI 1

KPI 2

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

Data Entry

Name the person or role responsible for collecting and updating the data.

KPI 1

KPI 2

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

Expiry / Revision Date

Identify the date until this indicator will be valid to or when it will have to be revised.

KPI 1

KPI 2

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

VALIDATE YOUR KPI

How much will it cost?

Estimate the costs incurred by introducing and maintaining this indicator.

KPI 1



KPI 2

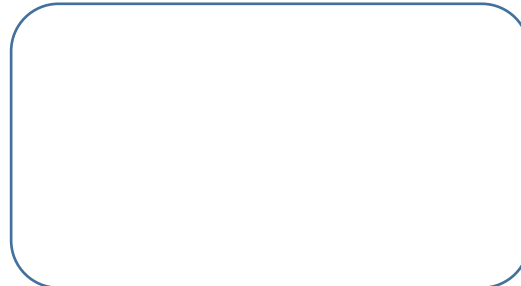


Measurement and data collection can be expensive. It is important to estimate the costs for collecting and monitoring an indicator and evaluate whether the costs are justified.

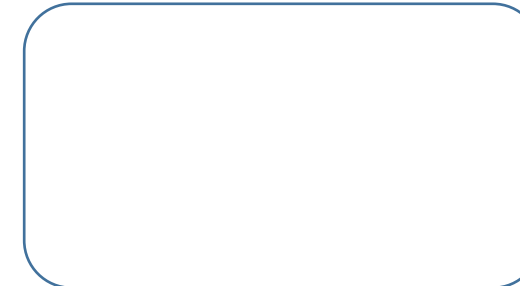
How complete is this indicator?

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

KPI 1



KPI 2

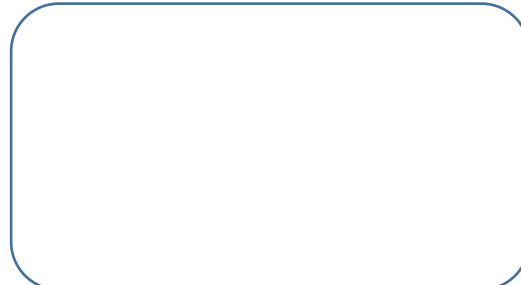


Briefly assess how well this indicator is helping to answer the associated key performance question and identify possible limitations.

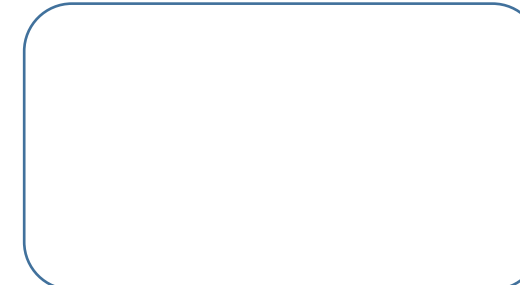
Possible unintended consequences

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

KPI 1



KPI 2



Outcomes Approach Program Logic Model Template

Outcomes Approach Program Logic Model Template

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

Example of a Simple Outcomes Approach Program Logic Model:

ACADEMIC OFFICE OPERATIONS FISCAL MANAGEMENT PROGRAM

Inputs	Activities	Outputs	Outcomes	Impact
Various resources available to support the program (staff, materials, curricula, funding , equipment)	Action components of the program. What actions that must take place in order to implement the program?	The Direct results of the program Activities. What are the tangibles, i.e.; Deliverables, or events?	Changes that occur in conditions because of the activities and outputs. Process Outcomes that describe the results of the program activities, or Impact Outcomes that describes the benefits or changes because of the activities and Outputs.	What are the anticipated changes over the long-term?
<ul style="list-style-type: none"> • Academic Office Directors • Academic Office Department Staff • Budget Office Staff • Procurement Department Staff 	<p>Training</p> <ul style="list-style-type: none"> • Budget Training • BusinessPlus Training • Contract / Agreement Training • RFP / Bid Training • Board Resolution Preparation Training <p>Development</p> <ul style="list-style-type: none"> • Budget Development • Academic Office Operational Plan Development • Contract / Agreement Development • RFP / Bid Solicitations Development • Board Resolution Development <p>Management / Monitoring</p> <ul style="list-style-type: none"> • Expenditures Management • Budget Transfers Management • Purchase Requisition / Purchase Order Lifecycle Management • Goods Receipts Processing Monitoring • Contract / Agreement Lifecycle Management • Board Resolution Preparation / Submittal Management 	<ul style="list-style-type: none"> • Approved Submitted Budget Requests • Fully approved Requisitions / Purchase Orders • Approved Goods Receipts Submittals • Completed RFP / Bid Solicitations Worksheets • Approved Board Resolutions submittals • Fully approved Budget Transfer Requests • Completed Academic Office Forecast / Tactical Plan Documents • Fully Executed Contract Documents • Fully Executed Agency Agreement Documents • Fully Executed Memorandums of Understanding • Distribution of Weekly Operations Strategic Metrics Workbook to Academic Directors • CAO Bi-weekly Operations Strategic Metrics Report 	<ul style="list-style-type: none"> • Rollout of Academic Office Operational Plan, with progress tracker and additional management tools inclusive • Average number of days for fully approving budget transfers is 6 days • Average number of days for approving Requisitions is 7 days • Average number of days for gathering signatures for an Fully executed contract / agreement is 14 days • Decrease in the number of Board Resolutions Ratifications (5) from the previous Fiscal year • Successful, closeout of all Purchase Orders in the current Fiscal Year 	<ul style="list-style-type: none"> • The utilization of the Academic Office Operational Plan is instrumental as the tool for identifying strategic coherence of programs / initiatives within the Academic Office. • The Academic Office Fiscal Management Program is directly linked to the “Game Plan” / Transformation Plan 3.0: <ul style="list-style-type: none"> ○ Pillar 1: System of Excellent Schools ○ Goal 1.3: By 2021, SLPS will be financially sound and have a 30% unrestricted fund balance ○ Activity 2: Create a performance-management process that effectively holds staff accountable for Transformation Plan results • The Academic Operational plan provides a clear picture of tasks and responsibilities in line the goals and objectives contained within Transformation Plan 3.0 / District Priorities and Academic Office Priorities
PLANNED WORK		INTENDED RESULTS		