

**ACADEMIC OFFICE
OPERATIONAL PLAN**

**Academic Office
Operational Plan**



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ACADEMIC OFFICE OPERATIONAL PLAN

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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
5/7/21	7	TBullock	Added Outcome Approach Logic Model
<i>Version with estimated budgets included , is on file with the Academic Operations Coordinator</i>			

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.

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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.

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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

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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

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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

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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?

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Accountability/Monitoring Process-

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

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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

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CURRICULUM AND INSTRUCTION MISSION STATEMENT

The mission of the St. Louis Public Schools department of Curriculum and Instruction is to develop, refine and clearly communicate critical curriculum content that clearly defines what St. Louis Public School students should know and be able to do by providing;

- Standards-based curriculum plans;
- Blended instructional resources;
- Assessments, performance criteria;
- Proficiency scales and ongoing support via the monitoring of fidelity of implementation with observation and coaching cycles, data analysis and professional development solutions.

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / Visual Arts

Program Name: Contemporary Art Museum Middle School ZMD Field Trips

Submitted By: John Grapperhaus

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 2: The District Advances Fairness and Equity Across its System Pillar 3: District Cultivates Teachers and Leaders Pillar 4: All Students Learn to Read and Succeed Pillar 5: Community Partnerships and Resources Support the District's Transformation Plan
Description	The Contemporary Art Museum (CAM) will serve SLPS middle schools students as an expansion of the ZMD field trip program. CAM will provide curriculum, student tours, and teacher professional development to address contemporary issues connecting social studies, ELA, and visual art.
Strategy to accomplish your Target	Increase our middle schools students' exposure to cross-curriculum critical thinking and practices, community institutions, and the arts by expanding the ZMD field experience program to include the Contemporary Art Museum.
Strategy Sponsor/Owner(s)	John Grapperhaus, Judine Keplar, Glenn Barnes
Impact Group(s)	Middle school students and their ELA, Social Studies, and Visual Art teachers.
Key Performance Indicators	<ul style="list-style-type: none"> • Teacher model connections between ELA, Social Studies, and art. Follow up on standard addressed by current exhibit and lesson through formative assessment. • Impact measured by staff and student surveys • Students experience an arts institution in their community. • Students produce projects based on their visit to CAM <ul style="list-style-type: none"> ○ write or design projects expressing personal meaning connected to contemporary art ○ analyze and synthesize artistic interpretations of contemporary issues
Key Action Steps	<ul style="list-style-type: none"> • School classroom teachers receive PD on curriculum resource provided for the museum visit • Determine which middle school grade-level pacing guide best matches the content of the current exhibit. • Students engage in pre-field experience lesson • Schedule field experience to CAM • Follow up lesson after field experience

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	<ul style="list-style-type: none">• Survey staff and students for feedback
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Visual Arts

Program Name: Springboard to Learning Residencies

Submitted By: John Grapperhaus

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 2: The District Advances Fairness and Equity across its System Pillar 3: District Cultivates Teachers and Leaders Pillar 4: All Students Learn to Read and Succeed Pillar 5: Community Partnerships and Resources support the District's Transformation Plan
Description	Springboard and St. Louis Public Schools have worked in collaboration to strengthen the Core Subjects and Fine Arts in the District by providing teaching artists who serve within the schools and classrooms to enhance instruction through arts integration. The teaching artists work collaboratively with the classroom teacher to integrate instruction within the curriculum framework to deepen content knowledge and skills. Schools apply for this partnership through the Office of Curriculum and Instruction and partnerships are determined collaboratively between Springboard and SLPS.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • 250 classrooms will receive an arts integration residency provided by a staff-teaching artist. • Residencies will be designed and adjusted to address state standards. • Residencies are designed to increase student engagement and love of learning.
Strategy Sponsor/Owner(s)	John Grapperhaus (including support from Steve Sandbothe Springboard Senior Program Director)
Impact Group(s)	<ul style="list-style-type: none"> • Pre-K teachers • Pre-K students
Key Performance Indicators	<ul style="list-style-type: none"> • Increase in student engagement in all subjects. • Observed and documented demonstration and growth of the "4 C's", <i>critical thinking, collaboration, communication, and creativity</i>. • Improvement in student engagement, behavior, and overall classroom environment. • Improved teacher instruction, satisfaction, and retention.
Key Action Steps	<ul style="list-style-type: none"> • Principals and teachers apply to SLPS Springboard Coordinator to receive this program. • Collaboration on lesson plans

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	<ul style="list-style-type: none">• Implementation of arts integration strategies in class• Observe and assess residencies based on the “4 C’s”, <i>critical thinking, collaboration, communication, and creativity</i>.
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Visual Arts

Program Name: Springboard to Learning Wolf Trap ECE Job-Embedded PD

Submitted By: John Grapperhaus

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 2: The District Advances Fairness and Equity across its System Pillar 3: District Cultivates Teachers and Leaders Pillar 4: All Students Learn to Read and Succeed Pillar 5: Community Partnerships and Resources Support the District's Transformation Plan
Description	<p>Springboard to Learning is the only Missouri affiliate of the National Wolf Trap Institute for Early Learning Through the Arts. The Wolf Trap professional development model helps to prepare young children for a lifetime of learning by educating, modeling, and coaching host teachers in how to use active, multi-sensory, arts-integrated learning experiences in the classroom. Springboard professional performing artists specially trained in the Wolf Trap model, partner with early childhood educators in the classroom to provide developmentally appropriate, arts-integrated learning strategies within the framework of their early childhood curriculum. Teaching strategies incorporate singing, dancing, role-playing, and storytelling. To help build teachers' arts-integration skills, the Wolf Trap Institute professional development model pairs early childhood educators with professional teaching artists—musicians, dancer, actors, and puppeteers—to train through classroom residencies. Teachers who participated in the Early Arts program receive hours of professional development, including ongoing coaching from Wolf Trap Teaching Artists and access to lesson plans and online resources. Students receive the benefit of a teacher well versed in effective arts-integration strategies, as well as direct classroom experiences with Wolf Trap Teaching Artists in residence.</p>
Strategy to accomplish your Target	20 Pre-K classrooms will receive a 16-week Wolf Trap Institute for Early Learning Through the Arts residency through Springboard to Learning to increase student engagement in literacy and STEM concepts, as well as providing job-Embedded Professional Development for Pre-K teachers.
Strategy Sponsor/Owner(s)	John Grapperhaus (including support from Samantha March, Early Childhood Director and Steve Sandbothe Springboard Senior Program Director)
Impact Group(s)	<ul style="list-style-type: none"> Pre-K teachers

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	<ul style="list-style-type: none"> • Pre-K students
Key Performance Indicators	<ul style="list-style-type: none"> • Increase in student engagement in all subjects. • Gains in STAR testing • Improvement in student engagement, behavior, and overall classroom environment. • Improved teacher instruction, satisfaction, and retention.
Key Action Steps	<ul style="list-style-type: none"> • Principals and teachers apply to SLPS Springboard Coordinator to receive this program. EC Dept. will be consulted for placements. • Job-embedded Professional Development and coaching • Collaboration on lesson plans • Implementation of arts integration strategies in class • Gradual release of strategies and responsibility to classroom teacher
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Visual Arts

Program Name: Visual Art Curriculum

Submitted By: John Grapperhaus

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 4: All Students Learn to Read and Succeed
Description	<p>A new visual art curriculum draft was written and introduced for implementation by SLPS art teachers starting in the 2019-20 school year. New curriculum was written due new art standards being adopted by DESE in the spring of 2019.</p> <p>Key Curriculum Components:</p> <ul style="list-style-type: none"> • Scope and sequence bridging previous skills-based standards with new concept-based standards. • Standards tracker provide to assist art teachers and administration in yearly planning, assuring all media and standards are addressed. • Literacy Components included to support art standards and inform hands-on application of techniques.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • All art teachers will receive coaching cycles to ensure fidelity to the art curriculum and assess student proficiency in Missouri art standards. • Art teachers will keep updated standard trackers to ensure all students receive instruction and opportunities to demonstrate art standard proficiencies.
Strategy Sponsor/Owner(s)	John Grapperhaus
Impact Group(s)	All students and visual art teachers
Key Performance Indicators	<ul style="list-style-type: none"> • Teacher utilization of the Standards Tracker (monitored by Visual Art Coordinator, AIC, and self-reporting) • Class instruction is provided for 100% of elements and principles of art, and 80% of available media. • Creation of student writing including critiques and artist statements. • Students display evidence of reading aligned with art standards. • Student work displays showing evidence of: <ul style="list-style-type: none"> ○ Elements and Principles of Art ○ All key materials/media ○ Cross-curriculum connections

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Key Action Steps	<ul style="list-style-type: none"> • Provide PD boosters on art curriculum and expectations • Join all art class Microsoft Teams • Teachers post updates to online standards tracker • Share updates and progress with AIC at Curriculum carousel
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Performing Arts

Program Name: Performing Arts Curriculum

Submitted By: Kaye Harrelson

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 4: All Students Learn to Read and Succeed
Description	<p>A new music curriculum draft is under construction to be introduced for implementation by SLPS music teachers starting in the 2021-2022 school year. New curriculum reflects the new Missouri arts standards adopted by DESE in the spring of 2019.</p> <p>Key Curriculum Components:</p> <ul style="list-style-type: none"> • Scope and sequence bridging previous skills-based standards with new concept-based standards. • Standards tracker provide to assist teachers and administration in yearly planning, assuring all standards are addressed. • Literacy Components included to support arts standards and inform hands-on application of techniques.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • All music teachers will receive coaching cycles to ensure fidelity to the curriculum and assess student proficiency in Missouri music standards. • Music teachers will keep updated trackers to ensure all students receive instruction and opportunities to demonstrate standard proficiency.
Strategy Sponsor/Owner(s)	Kaye Harrelson
Impact Group(s)	All students and music teachers
Key Performance Indicators	<ul style="list-style-type: none"> • Teacher utilization of the Standards Tracker • Creation of student writing including critiques and original music examples • Students demonstrate evidence of reading aligned with music standards. • Student performance demonstrate evidence of: <ul style="list-style-type: none"> ○ Notation and Expressive Elements of Music ○ Grade level appropriate history and cultural connections ○ Cross-curriculum connections
Key Action Steps	<ul style="list-style-type: none"> • Provide PD boosters presenting the music curriculum and expectations

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	<ul style="list-style-type: none">• Join all music class Microsoft Teams• Share updates and progress with AIC at Curriculum Carousel
'21-22 Budgeted	To be determined (TBD)

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Curriculum / ELA Elementary

Program Name: Comprehensive Literacy Program

Submitted By: Esther Palsenberger

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar IV: All students learn to read and succeed. Schools will implement the St. Louis Public Schools (SLPS) Standards Based English Language Arts (ELA) curriculum with fidelity through on-going support with planning, pacing, and intervention using a comprehensive literacy program to support whole class and intervention (including guided reading) ELA components.
Description	The foundation of the Comprehensive Literacy Model (CLM) is a cognitive apprenticeship approach based on the belief that students acquire knowledge, skills, and strategic processes through assisted instruction with a sensitive and knowledgeable teacher. Through careful observation, the teacher notices what his or her students already know, and uses language that enables students to use what they already know to acquire new and unknown information. In CLM classrooms, teachers model and coach students with memorable demonstrations, provide clear and relevant language for problem solving, adjust their support based on student need, and develop structured routines that promote student independence. Within a workshop framework, there is a balance of learning opportunities for students to work at assisted and independent levels that promote the transfer of knowledge, skills, and strategies to new situations for a variety of purposes.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Provide teachers and students with a unified comprehensive literacy program for grades Kindergarten through 5th grades that supports the SLPS Standards-Based curriculum. This program will include a virtual and in-person component to meet all of the needs of our students. • Provide a district-wide program with professional development to guide teachers on how to implement the comprehensive literacy program (CLP) with the standards-based curriculum. • Provide a comprehensive literacy program that will address the priority standards in all literacy areas to help support literacy growth.
Strategy Sponsor/Owner(s)	Esther Palsenberger
Impact Group(s)	

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Key Performance Indicators	<ul style="list-style-type: none"> • Increase the number of students achieving mastery on identified priority literacy standards. • Increase the percentage of students achieving measurable proficiency in literacy based on common assessments and STAR results.
Key Action Steps	<ul style="list-style-type: none"> • Set up multiple professional development sessions for teachers and leaders in order for them to implement the comprehensive literacy program with fidelity. • Create a checklist for leaders and teachers on the expectations for in-person and virtual instruction using the comprehensive literacy program. • Set up continuous booster sessions for grade specific teachers to support the implementation of the program. • Align the priority standards with the CLP so that the common assessments will match all of the components. • Analyze data comparing prior scores with new scores to see the difference between different programs while implementing the SBC.
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / ELA Elementary

Program Name: Improving Reading Levels

Submitted By: Esther Palsenberger

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar IV: All students learn to read and succeed. Schools will implement the St. Louis Public Schools (SLPS) English Language Arts (ELA) curriculum with fidelity through on-going support with planning, pacing, and intervention. The average Student Growth Percentile (SGP) of SLPS students in grades 1-5 in the area of reading from Fall 2020 to Spring 2021 will meet or exceed the district goal of 50% as evidenced by reporting tools from Renaissance (STAR) by the end of the 2020-2021 school year.
Description	Teachers will implement the standards-based curriculum and focus on the priority standards with their ELA instruction. Teachers will use STAR results using the benchmark and progress monitoring results to guide instruction and intervention components in order to increase reading levels.
Strategy to accomplish your Target	<ul style="list-style-type: none"> Analyze data from STAR benchmark and progress monitoring to help guide instruction Implement daily guided reading lessons on students' instructional level. Assess using running record to show growth and improvements in their reading levels Model and assign daily reading to help improve comprehension and fluency Provide professional development to help improve best practices in improving reading levels in students
Strategy Sponsor/Owner(s)	Esther Palsenberger
Impact Group(s)	
Key Performance Indicators	<ul style="list-style-type: none"> Increase the SGP of SLPS students in grades 1-5 in the area of reading by 50% within the 2020-2021 school year Increase the amount of IDR per student and read alouds by teachers by 50% to assist with an increase in comprehension and fluency
Key Action Steps	<ul style="list-style-type: none"> Monitor school's data tracker to identify classrooms with little to no increase in reading level and set up coaching sessions with the AIC and teachers Analyze STAR benchmark and progress monitoring to identify and recognize those students/teachers meeting and/or exceeding the identified SPG goals

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	<ul style="list-style-type: none">• Provide professional developments for leaders and teachers to help improve best practices in improving reading• Virtually visit guided reading sessions in order to observe techniques, flow, and pacing
'21-22 Budgeted	To be determined (TBD)

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Curriculum / ELA Elementary

Program Name: Standards-Based Grading

Submitted By: Esther Palsenberger

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar IV: All students learn to read and succeed.</p> <p>Schools will implement the St. Louis Public Schools (SLPS) English Language Arts (ELA) curriculum with on-going assessment using Common Formative Assessments focusing on high priority standards. By the conclusion of the 2020-2021 school year, 70% of students in grades K-5 will meet their performance growth target (established by the teacher) as measured by a comparison of their quarterly scores on the ELA common formative assessments (CFSs) that integrate high priority standards identified within the current curriculum plan.</p>
Description	<p>Standards-based grading (SBG) is a system of education, which focuses on student learning and grades based on demonstrated understanding of specific concepts. Instead of a simple letter, students receive grades in multiple different learning targets and can see which concepts they understood well and which they need to improve on.</p> <p>SBG provides explanations of the concepts and material that students should know at each point in their education. These are called learning standards, which provide a baseline that is consistent across all students at this education level. Teachers' instruction is guided by these standards and they work to make sure their students learn all of the expected standards they need to before leaving their class. When students receive report cards, they receive a list of learning standards and a grade on each standard of how well they mastered the material.</p>
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Attend Marzano's Standards-based Grading Conference with leaders and teachers (mainly 3rd grade teachers) • Complete a book study on standards-based grading during monthly professional development in order to gain deeper understanding of standards-based grading • Plan the participants to develop professional development to share standards-based grading techniques with fellow educators in their building and networks
Strategy Sponsor/Owner(s)	
Impact Group(s)	Esther Palsenberger
Key Performance Indicators	<ul style="list-style-type: none"> • Evidence of student work that has been revised using the feedback from the teacher • Students will show an increase of 50% mastery on specific priority standards

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	<ul style="list-style-type: none"> Evidence of grades that show growth in student work instead of finding an average of student work.
Key Action Steps	<ul style="list-style-type: none"> Provide meaning to grades: students understand why they receive each grade and the breakdown of how they did on each standard rather than receiving a vague letter with no explanation Keep students and teachers accountable: with specific learning standards expected from the beginning of the class, the teacher knows what they are expected to teach Use of consistent formative assessments: teachers and students know how well they are doing on the learning targets and can adjust as needed to ensure proficient understanding by the end of the course Better feedback for improvement: with grades broken up into different learning standards, students can immediately see which areas of learning they need to improve upon. Teachers can also use this information to improve instruction Provide information to differentiated instruction: With learning standards common to the class and frequent formative assessments, the teacher knows which students are each level for each standard. Students become more self-motivated: with the goal of SBG being student mastery and understanding rather than getting the most points, students become more motivated to truly understand the material. Tracks Standards Mastery: With standards-based grading, teachers are able to focus their instruction and progress analysis around how students are mastering helps instructors make sure they are adequately preparing students for the content that will be tested on the MAP.
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / ELA Secondary

Program Name: Cohort Model Professional Development, Grades 9-12

Submitted By: Judine Keplar, Ed.S.

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 4: All students learn to read and succeed.</p> <ul style="list-style-type: none"> • 4.1 – K-12th graders read on 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 reading.
Description	English Language Arts teachers in Grades 6-12 will participate in targeted, cohort professional development aligned to content-specific research-based best practices that will adequately prepare them to plan standards-based instruction for students.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • 100% of ELA teachers will be enrolled in a professional development cohort aligned to their content and professional needs for the 2021-2022 school year. • 100% of professional development cohorts will identify and meet deliverables that are impactful to teachers across the district.
Strategy Sponsor/Owner(s)	Judine Keplar, Ed.S ELA Curriculum Specialist, Grades 6-12
Impact Group(s)	Middle School ELA Teachers (Grades 6-8) High School ELA Teachers (Grades 9-12)
Key Performance Indicators	100% of teachers associated with English Language Arts will participate in targeted, cohort professional development aligned to content-specific research-based best practices.
Key Action Steps	<ul style="list-style-type: none"> • Professional Development Planning Survey • Analyze Data (survey, walkthrough, and assessment) • Develop Cohort Offerings • Identify High-Quality Facilitators • Develop Microsoft Teams for Each Cohort • Develop Deliverables for PD Cohorts • Monitor PD Cohort Activities Throughout 2021-2022 Professional Development

**ACADEMIC OFFICE
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'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / ELA Secondary

Program Name: Readers Workshop

Submitted By: Judine Keplar, Ed.S.

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 4: All students learn to read and succeed.</p> <ul style="list-style-type: none"> • 4.1 – K-12th graders read on 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 reading.
Description	<p>SLPS English Language Arts teachers are laying the foundation for a year of minds-on reading by engaging students' in Readers Workshop. The product of over twenty-five years of literacy research, Readers Workshop is a robust classroom architecture that develops engaged, thoughtful readers who are ready for high-performance learning. The single factor most strongly associated with reading achievement—more than socioeconomic status or any instructional approach—is independent reading. (Krashen, The Power of Reading) Wide independent reading develops fluency, builds vocabulary and knowledge of text structures, and offers readers the experiences they need to read and construct meaning with more challenging texts. (<u>NCTE</u>)</p>
Strategy to accomplish your Target"	<p>All middle school ELA students and high school Double-Dose English students will engage in research-based Readers Workshop that includes a focused mini-lesson, independent reading, conferring, and small-group reading instruction.</p>
Strategy Sponsor/Owner(s)	<p>Judine Keplar, Ed.S ELA Curriculum Specialist, Grades 6-12</p>
Impact Group(s)	<p>Middle School ELA Teachers / Students (Grades 6-8) High School Double-Dose Teachers / Students (Grades 9-12)</p>
Key Performance Indicators	<ul style="list-style-type: none"> • Master Schedules/Actual Schedules Aligned (100 minutes ELA daily for grades 6-8, 90 minutes Double-Dose English in addition to 90 minutes core English for qualifying students) • Volume of Independent Reading (# of books read per student per school year > 12)

ACADEMIC OFFICE OPERATIONAL PLAN

	<ul style="list-style-type: none"> • Student Positive Self-Reporting (via survey) Regarding Attitudes, Interest, and Engagement in Reading • Teachers implementing Readers Workshop with greater than 80% fidelity will experience gains that are 1-2 months higher than those implementing with less than 80% fidelity are.
Key Action Steps	<ul style="list-style-type: none"> • Provide after-school (in-person), virtual, on-demand, and job-embedded professional development to ELA teachers and Academic Instructional Coaches on the topics of Guided Reading, Readers Workshop, Understanding by Design, Source-Based Writing, Systematic Word Study, Engagement Strategies, High Yield Instructional Strategies, and Checking for Understanding. • Continue to maintain and support an online collaboration space for middle school ELA teachers to share resources, assessments, materials, photos, videos, and best practices across the district. • Continue district support for classroom libraries to ensure students have access to high-quality texts that are appropriate for their reading levels and interests and provide a “windows and mirrors” approach to text availability. • Advocate and plan for expanded instructional time in 6-8 ELA of 100 minutes daily (minimum) in order to allow time for appropriate interventions for struggling readers. • Utilize the Missouri State Literacy Plan to create intervention plans and professional development in SLPS. • Develop and distribute a menu of literacy goals for teachers to use when planning instruction for students. • Provide teachers with access to Achieve3000 (or a similar program) to allow for standards-based intervention materials that are tailored to students’ individual academic needs.
'21-22 Budgeted	To be determined (TBD)

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ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / ELA Secondary

Program Name: Textbook Adoption, Grades 9-12

Submitted By: Judine Keplar, Ed.S.

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 4: All students learn to read and succeed.</p> <ul style="list-style-type: none"> • 4.1 – K-12th graders read on 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 reading.
Description	A district textbook committee will be established (based on the approval to move forward in the RFP process). Materials to support in-person and virtual instruction in the area of core English Language Arts, Grades 9-12 will be reviewed per the specifications outlined in the RFP worksheet.
Strategy to accomplish your Target	Review, revise, and update the SLPS Standards-Based Curriculum Plan annually to ensure that the quality and scope of texts and instructional resources reflect strong alignment to the Missouri Learning Standards.
Strategy Sponsor/Owner(s)	Judine Keplar, Ed.S ELA Curriculum Specialist, Grades 6-12
Impact Group(s)	High School ELA Teachers / Students (Grades 9-12)
Key Performance Indicators	<ul style="list-style-type: none"> • Aligned instructional resources for ELA 9-12 will yield an increase the percentage of students scoring Proficient or Advanced on the EOC English 2 assessment by 3% over the 2020-2021 baseline.
Key Action Steps	<ul style="list-style-type: none"> • Complete RFP Worksheet • Issue RFP • Review and Score RFP Submissions • Schedule Vendor presentations • Select materials • Negotiate final pricing • Purchase • Professional Development • Implementation

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	<ul style="list-style-type: none">• Teach – Assesses – Data Review Cycle• Evaluate effectiveness of chosen materials
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / ELA Secondary:

Program Name: Textbook Adoption, Grades 6-8

Submitted By: Judine Keplar, Ed.S.

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 4: All students learn to read and succeed.</p> <p>4.1 – K-12th graders read on or above grade level.</p> <p>4.2 – At every stage of transition, from elementary to middle to high school, students are ready for the next level of learning.</p> <p>4.3 – High school students are prepared for the college and/or career of their choice upon graduation.</p> <p>4.4 – All students have access to enrichment resources, supports, and opportunities that advance their success and love of reading.</p>
Description	A district textbook committee will be established (based on the approval to move forward in the RFP process). Materials to support in-person and virtual instruction in the area of English Language Arts, Grades 6-8 will be reviewed per the specifications outlined in the RFP worksheet.
Strategy to accomplish your Target” (Pillar; SMART Goal; District Priorities, Academic Priorities)	Review, revise, and update the SLPS Standards-Based Curriculum Plan annually to ensure that the quality and scope of texts and instructional resources reflect strong alignment to the Missouri Learning Standards.
Strategy Sponsor/Owner(s)	Judine Keplar, Ed.S ELA Curriculum Specialist, Grades 6-12
Impact Group(s)	Middle School ELA Teachers / Students (Grades 6-8)
Key Performance Indicators	<ul style="list-style-type: none"> Aligned instructional resources for ELA 6-8 will yield an increase the percentage of students scoring proficient or advanced on the MAP grade-level assessment in grades 6-8 by 3% over the 2020-2021 baseline.
Key Action Steps	<ul style="list-style-type: none"> Complete RFP Worksheet Issue RFP Review and Score RFP Submissions Schedule Vendor presentations Select materials Negotiate final pricing Purchase Professional Development Implementation Teach – Assesses – Data Review Cycle

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	<ul style="list-style-type: none">Evaluate effectiveness of chosen materials
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / Math Elementary

Program Name: K-8 Textbook Adoption

Submitted By: Zehra Khan

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 4: All students learn to read and succeed.</p> <p>4.2 – At every stage of transition, from elementary to middle to high school, students are ready for the next level of learning.</p> <p>4.3 – High school students are prepared for the college and/or career of their choice upon graduation.</p> <p>Standards Based approach to promote critical thinking, problem solving and grade-level proficiency.</p>
Description	K-8 Math teachers will participate in the selection of Math textbook/resources for 2021-22 academic year.
Strategy to accomplish your Target	K-8 Math Textbook/Resource adoption committee will review print and digital materials to assess alignment to the Missouri Learning Standards and adopt materials best suited for our students and the district. Textbook/Resource Committees will include the curriculum director, curriculum specialist, network superintendents, building leaders, classroom teachers, parents, and students. The committee will objectively review materials presented by sales representatives. Committees will review materials and make a decision based on the presentations.
Strategy Sponsor/Owner(s)	Zehra Khan
Impact Group(s)	K-8 Students
Key Performance Indicators	<ul style="list-style-type: none"> • Inclusion of adopted Math materials • Tracking of standards in K-8 Math resources • Increase in the number of students achieving mastery on Missouri Math Standards. • Increase students' performance in math by an average 1-year growth in mathematics as measured by STAR assessment. • Increase the percentage of students rated as proficient in Math assessments. • Program usage report by school/teacher level is more than 80%.
Key Action Steps	<ul style="list-style-type: none"> • Write the RFP documents • Identify teachers able to review materials • Produce RFP for companies to participate • Review RFPs and issue invitations to present • Gather committees to review the materials and observe presentations

ACADEMIC OFFICE OPERATIONAL PLAN

	<ul style="list-style-type: none">• Teachers score presentations• Letters are sent to companies as an invitation to enter into negotiations.
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / Unit: Math Elementary / Secondary
 Program Name: Math Summer Professional Development
 Submitted By: Zehra Khan

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 4: All students learn to read and succeed.</p> <p>4.2 – At every stage of transition, from elementary to middle to high school, students are ready for the next level of learning.</p> <p>4.3 – High school students are prepared for the college and/or career of their choice upon graduation.</p> <p>Core Instruction Framework- through the virtual learning playbook and blended instructional framework. Standards Based approach to promote critical thinking, problem solving and grade-level proficiency.</p>
Description	<p>Teachers will take part in a weeklong summer professional development. Presenters will use research and best practices to facilitate these sessions. Teachers will collaborate and create blended learning resources that will support students to master skills and meet grade level standards. Teacher leader presenters will prepare and facilitate the sessions under the guidance of math curriculum specialist.</p>
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Utilize a whole district approach to teach math. • Select teachers in each grade level who need support and are committed to collaborate. • Facilitate professional development sessions. • Collaborate to create blended learning curricular resources aligned to Missouri standards.
Strategy Sponsor/Owner(s)	Zehra Khan
Impact Group(s)	K-12 Math teachers
Key Performance Indicators	<ul style="list-style-type: none"> • Increase in the number of students achieving mastery on Missouri Math Standards. • Increasing the percentage of students rated as proficient in math assessments. • Strengthen implementation of Mathematics Curriculum with fidelity SLPS Grades K-12 students will demonstrate an average 1-year growth in mathematics as measured by STAR assessment by the end of school year 2020-21

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Key Action Steps	<ul style="list-style-type: none">• By April 30 2021, select teachers in each grade level who need support and are committed to collaborate and attend all sessions.• Curriculum specialist and Teacher leaders will facilitate professional development sessions• Collaborate to create blended learning curricular resources aligned to Missouri Standards.
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum: Math Elementary / Secondary

Program Name: Math Elective Adoption

Submitted By: Zehra Khan

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 4: All students learn to read and succeed.</p> <p>4.2 – At every stage of transition, from elementary to middle to high school, students are ready for the next level of learning.</p> <p>4.3 – High school students are prepared for the college and/or career of their choice upon graduation.</p> <p>By 2020, 90% of our students will be prepared for the college and/or career of their choice upon graduation from high school.</p>
Description	High School Math teachers will participate in the selection of Math electives textbook/resources for 2021-22 academic year.
Strategy to accomplish your Target	Math Electives Textbook/Resource adoption committee will review print and digital materials to assess alignment to the Missouri Learning Standards and adopt materials best suited for our students and the district. Textbook/Resource Committees will include the curriculum director, curriculum specialist, network superintendents, building leaders, classroom teachers, parents, and students. The committee will objectively review materials presented by sales representatives. Committees will review materials and decide based on the presentations.
Strategy Sponsor/Owner(s)	Zehra Khan
Impact Group(s)	High School Mathematics
Key Performance Indicators	<ul style="list-style-type: none"> • Inclusion of adopted math electives materials • Tracking of standards mastery in mathematics. • Increasing the percentage of students rated as proficient in math assessments. • Program usage report by school/teacher level is more than 80%.
Key Action Steps	<ul style="list-style-type: none"> • Write the RFP documents • Identify teachers able to review materials • Produce RFP for companies to participate • Review RFPs and issue invitations to present • Gather committees to review the materials and observe presentations • Teachers score presentations • Letters are sent to companies as an invitation to enter into negotiations.
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Science Elementary

Program Name: Mystery Science

Submitted By: J. Carrie Launius

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 1: SLPS Creates a system of excellence schools Pillar 2: SLPS advances fairness and equity across the system Pillar 3: SLPS will cultivate teachers for effective responsive learning Pillar 4: SLPS students learn to read and succeed
Description	<p>Elementary students that attend SLPS schools need to have high quality; vetted programs that help them learn science. Each student has the right to learn science. Students come from varied backgrounds with different knowledge bases. The Frameworks for Science Education states, “All individuals, with a small number of notable exceptions, can engage and learn complex subject matter...” It goes on to say, “Arguably, the most pressing challenge facing U.S. education is to provide all students with a fair opportunity to learn. Many schools lack the material resources and instructional supports needed to provide exemplary science instruction to all students on a regular basis.” The Mystery Science program will engage SLPS students while exposing them to high-level science concepts that meet the Missouri Learning Standards. The program also offers additional reading, activities and high quality assessment. The units in Mystery Science can be used as an entire science curriculum or as a supplement to what you are already teaching. The lessons will work best when students have opportunities to talk with each other about their ideas. During the explorations, pause to give kids a chance to hypothesize before the answers pop up on the screen. For example, when a video asks what will happen if we water one plant and do not water another, have kids stop and jot down their ideas before sharing their thoughts with the class. Mystery Science also features five-minute videos paired with writing prompts labeled as mini-lessons. Mini-lessons are best used to support nonfiction writing and are not a substitute for the standards-aligned full Mystery Science lessons.</p>
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Utilize blended learning strategies both synchronous and asynchronous • Ensure all students get high quality science that is standard-based and meets the MLS • Expands learning for students to see videos, complete readings, participate in activities and investigations

ACADEMIC OFFICE OPERATIONAL PLAN

	<ul style="list-style-type: none"> Provides additional materials and mini-lessons aligned with standards to support learning Offers hybrid learning opportunities Interfaces with Office Offers MAP like formative assessments
Strategy Sponsor/Owner(s)	J. Carrie Launius
Impact Group(s)	K-5, students, EOL students, SPED students
Key Performance Indicators	<p>Mystery Science offers a system that allows administrators to view teacher's usage.</p> <ul style="list-style-type: none"> Increase daily science instruction Offer blended learning so all students are learning science Increase MO MAP scores due to students receiving high-quality, standard-based, vetted instruction that mirrors the MLS
Key Action Steps	<ul style="list-style-type: none"> Provide professional development for all elementary teachers Monitor usage of program Offer support for teachers so student receive full benefits of program Use built-in assessments to support learning Collect data to show growth in individual students
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Division / Unit: Academics

Program Name: 6-8 Legends of Learning

Submitted By: Valentina Bumbu, PhD

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 4: All students learn to read and succeed. 4.1 – By the end of each school year, 80% of students will demonstrate a minimum of one year’s growth in reading. 4a. Student Reading Proficiency; Core Instruction Framework- through the virtual learning playbook and blended instructional framework
Description	Legends of Learning (LOL) is a supplementary resource that helps teachers make science classrooms engaging and productive learning environments through research driven curriculum-based games, aligned to 3-dimensional learning. This year, teachers have been enjoying a free license. They used it primarily during asynchronous learning. Based on one survey, students have selected LOL as the most engaging and effective tool for learning after Nearpod.
Strategy to accomplish your Target	6-8 Science teachers will continue to use the subscription to LOL and the LOL services put in place already. Technology Dept. has synchronized the LOL rosters with SIS; hence, teachers have accounts and rosters automatically being updated once a week on the LOL platform. Teachers will be reminded of the available in person and virtual LOL training for beginner, intermediate, and advanced users. Teachers are to use the LOL services synchronously (in-class), asynchronously, or as homework. Teachers can use the offered reports/assessments that come with each game to gauge students’ understanding and sense making of the science principles acquired from the game.
Strategy Sponsor/Owner(s)	Valentina Bumbu
Impact Group(s)	Middle School Science Teachers
Key Performance Indicators	<ul style="list-style-type: none"> Continued implementation of the LOL virtual resources Tracking of standards mastery after use of specific game building towards proficiency Increasing the percentage of students rated as proficient in 6-8 science assessments.
Key Action Steps	<ul style="list-style-type: none"> Submit a purchasing order for purchasing the LOL license Notify teachers of extension on the license & reshare the list of games per standard

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	<ul style="list-style-type: none"> • Incorporate the games pertaining to all standards in the curriculum plan under Blended Resources & Research-based Intervention Resource column • Ensure teachers receive the appropriate training (for first-time users, intermediate and advanced LOL users) • Manage and share usage reports with impacted groups and LOL representatives
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Division / Unit: Curriculum & Instruction

Program Name: Standards-based Curriculum Plans

Submitted By: Valentina Bumbu, PhD

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 3: District cultivates teachers and leaders who foster effective, culturally responsive learning environments</p> <p>SMART Goal 2: By 2022, SLPS will achieve an annual retention rate of at least 84% of its teaching staff.</p> <p>Pillar 4: All students learn to read and succeed</p> <p>SMART Goal 2: By 2020, 90% of students will be prepared for the college or career of their choosing upon high school graduation.</p>
Description	<p><i>Describe the elements of the program that would be impacted by the "Targeted" Pillar; SMART Goal; District Priorities, Academic Priorities:</i></p> <p>Every year, we add one storyline to each grade/subject that are closer to building towards 3-dimensional learning, which means new material, activities, curriculum resources, and equipment. Generally, teachers respond positively to them. However, teachers did express that they had to make modifications to better fit the needs of the students in our schools and the science curriculum teams want to capture those to make edits and additions to the curriculum plans to better serve the student body we represent.</p>
Strategy to accomplish your Target	All secondary science teachers will have the opportunity to engage in improvement of the science storyline curriculum plans (spearheaded by Science Teacher Leaders) that would be followed with fidelity in 2021-2022
Strategy Sponsor/Owner(s)	Valentina Bumbu, Secondary Science Budget
Impact Group(s)	<ul style="list-style-type: none"> • Middle school science teachers/students • High school science teachers/students
Key Performance Indicators	<ul style="list-style-type: none"> • Number rigorous and <i>engaging</i> tasks (DOK 3 and 4) • Growth in student performance from CFAs to CSAs • Student engagement and self-reporting surveys • Teacher self-reflection surveys
Key Action Steps	<ul style="list-style-type: none"> • Teacher Leaders (6) will lead content meetings where feedback, suggestions, and comments on curriculum pieces will be requested and provided by the teachers • Teacher Leaders with their chosen teacher helper will go over the feedback and make appropriate changes and improvements to the standards-based curriculum plans.

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	<ul style="list-style-type: none">• Focus will be placed on tasks that increase science reading and data literacy.• There will be two meetings, one at the end of semester 1 and another at the end of semester 2.
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / Science Secondary

Program Name: Safety Plan, Implementation & Training

Submitted By: Valentina Bumbu, PhD

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 1: The District creates a system of excellent schools</p> <p>SMART Goal 2: By 2021, 90% of all work orders will be completed in a 30-day window.</p> <p>District Priority: 1b. Safe & Secure Schools</p>
Description	<p>Currently SLPS does not have a science safety plan for training and equipping our teachers with procedures and processes that are recommended by NSTA, OSHA regulations. In the past there was reporting of major incidents where experiments were not conducted safely and students were hurt (not to mention the frequency of minor incidents that were not reported) due to lack of clarity on what is considered hazardous not only at district, but at state level, as well.</p> <p>Last year, significant work was placed into creating a science safety manual, including a new chapter on COVID19 precautions in laboratory use and online training that is being reviewed by multiple SLPS authorizing parties.</p>
Strategy to accomplish your Target	<p>100% high school science teachers will have online safety training and show 100% mastery of knowledge of how to navigate the SLPS science safety procedures and plan. 100% of students will have safety training before they begin laboratory work and sign the science safety agreement for records purposes.</p>
Strategy Sponsor/Owner(s)	<ul style="list-style-type: none"> Valentina Bumbu Operations and Facilities Department Safety Department
Impact Group(s)	<ul style="list-style-type: none"> Middle school science teachers/students High school science teachers/students School administration Operations and Facilities Department Safety Department
Key Performance Indicators	<ul style="list-style-type: none"> 100% of teachers will have score 100% on the safety online test at the beginning of the year prior to beginning laboratory investigations 100% of students will have safety training before investigations Science laboratories will be equipped with essentials that would allow conducting science safely.

ACADEMIC OFFICE OPERATIONAL PLAN

	<ul style="list-style-type: none"> • Logging of PPE and other equipment
Key Action Steps	<ul style="list-style-type: none"> • Science teachers committee established chemical storage procedures and a list of essential equipment for laboratories. A budget will be determined based on auditing chemical storage and laboratory spaces against the list. • The list, proposed budget, and Science Classroom Safety Plan will be submitted to Operations, Facilities Dept., and Safety Dept. for review. • Submit appropriate approved purchases for equipment and work orders to set up safe laboratory use across the district. • Create/improve training & assessment and upload it on Safe Schools platform. Teachers are to take it at the beginning of the academic year, before starting laboratory use. Teachers will receive a certificate upon passing the safety training assessment. • Create safety training for students (both in person and virtually). Training and assessments need to be taken prior to beginning using laboratory (at the beginning of the academic year). Safety Contracts are to be signed by students and parent/guardian upon receiving safety training and passing the safety assessment. • Student Safety contracts are to be stored in the teacher's classroom in a binder or on an online portal, easily accessible upon request.
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / Science Secondary

Program Name: 6-12 Chemical and Equipment Inventorying & Restocking

Submitted By: Valentina Bumbu, PhD

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 1: The District creates a system of excellent schools</p> <p>SMART Goal 2: By 2021, 90% of all work orders will be completed in a 30-day window.</p> <p>District Priority: 1b. Safe & Secure Schools</p>
Description	<p>In order to successfully implement curriculum for science, teachers need to be adequately equipped with all the consumables and non-consumables necessary for their laboratories. The current science budget cannot sustain the cost of restocking of laboratory consumables and repairs of non-consumable equipment and materials. Additionally, accurate inventory is an important aspect of properly equipping schools with the supplies they need. Currently, there is no time set specifically for inventorying which takes a considerable amount of time from science teachers and teachers leave it for last until there is no more time. Too often, new teachers inherit laboratories and storage rooms that are an unsafe mess and over-accumulation of old equipment/chemicals crowd the space that becomes hazardous.</p>
Strategy to accomplish your Target	<p>100 % of the science teachers across all district will be provided a paid day once a year (preferably 3 weeks before the academic year is over) to clean their chemical & equipment storage areas, complete an accurate equipment and chemical inventory, submit request for restocking consumables, repairs/purchase of non-consumable laboratory equipment, and submit hazardous waste disposal at their site. Curriculum Specialist will place one comprehensive order for waste disposal for the district and make appropriate purchases over the summer to restock laboratories.</p>
Strategy Sponsor/Owner(s)	Valentina Bumbu
Impact Group(s)	6-12 Science Teachers, 6-12 School Leaders, Waste Disposal External Contractor
Key Performance Indicators	<ul style="list-style-type: none"> • A full day in the school calendar is dedicated to science inventorying and proper clean/maintenance of laboratories • Complete and accurate inventory is completed on the day specified by all schools

ACADEMIC OFFICE OPERATIONAL PLAN

	<ul style="list-style-type: none"> • All school laboratories are stocked with consumables/non-consumables in order to effectively implement the science curriculum. • All laboratories are clean, orderly, and safe before the academic year is over.
Key Action Steps	<ul style="list-style-type: none"> • Decide on a day for the inventory, clean-up, waste disposal across the district • By December 20th, 2020, teachers will establish and submit the curriculum specialist a protocol for a common chemical storage policy to be implemented by the entire district. • Teachers will provide the curriculum specialist a list of yearly consumables and non-consumables for every grade and subject by April 30th. • An inventory will be done against the list provided and a request for restocking will be submitted to the curriculum specialist. • Curriculum Specialist will forward the request to the appropriate responsible parties and will make the necessary purchases for an equitable use of laboratories in the district.
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Curriculum / Science Secondary

Program Name: PD for 6-12 Science

Submitted By: Valentina Bumbu, PhD

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 3: District cultivates teachers and leaders who foster effective, culturally responsive learning environments</p> <ul style="list-style-type: none">• 3.2 SLPS recruits, hires, cultivates and retains more high quality, effective teachers• 3.4 SLPS aligns policies and operations with effective culturally responsive practices <p>Pillar 4: All students learn to read and succeed</p> <ul style="list-style-type: none">• 4.2 At every stage of transition, students are ready for the next level of learning• 4.3 HS students are prepared for 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 <p>District Priorities: 3a. Career Pathways; 3b. Teacher Retention; 3c. Culturally Responsive Schools</p>						
Description	<p>SLPS science curriculum have multiple initiatives that are being implemented currently and simultaneously: 3-dimensional learning, storylines, standards-based learning/grading, science literacy, virtual learning, concurrent teaching, and possibly new adoptions. There is a need for additional support and professional development to properly equip science teachers (and school leaders) as they navigate multiple directives effectively in order to meet the district’s science SMART goals established for the year.</p>						
Strategy to accomplish your Target	<p>The most cost-effective plan is to build operational capacity by train-the-trainee method, where certain teachers and teacher leaders obtain professional development on a specific topic and then create booster sessions to support the rest of the science community. Below is a draft plan for professional development for 20-21 year.</p> <table><tr><th>Suggested item</th><th>Tentative designated teacher/presenter</th><th>HS/MS</th></tr><tr><td>3-dimensional Storylining (2 booster sessions)</td><td>Eleanor Gund (4 hrs. to take the free OpenSciEd course and 4 hrs. for prep and delivering booster</td><td>MS</td></tr></table>	Suggested item	Tentative designated teacher/presenter	HS/MS	3-dimensional Storylining (2 booster sessions)	Eleanor Gund (4 hrs. to take the free OpenSciEd course and 4 hrs. for prep and delivering booster	MS
Suggested item	Tentative designated teacher/presenter	HS/MS					
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		sessions)	
	Science Literacy - Writing (2 sessions)	TBD, Marvin Kopf	MS/HS
	BioGraph (Stanford course, data literacy in Biology)	Julie Elking and Jeremy Resmann (30 hrs. of online courses, 10 hrs. for prep and delivery of session)	HS
	Complex Instruction (effective groupwork to maximize learning in science)	2 HS and 2 MS teachers (Academy course, Knowles Foundation)	MS/HS
	Summer Bootcamp on 3D NGSS	TBD (external expert)	MS/HS
Strategy Sponsor/Owner(s)	Valentina Bumbu/ Science Teacher Leaders & LaTisha Smith		
Impact Group(s)	6-12 Science Teachers		
Key Performance Indicators	<ul style="list-style-type: none"> Teachers will learn and implement effective science literacy & data literacy strategies in order to effectively engage students in the ELA & mathematical-based science and engineering practices Teachers will learn the framework of 3-dimensional learning and storylines (sources OpenSciEd, NextGenStorylines, and summer bootcamps) in order to understand, effectively implement the district science curriculum, and better lesson plan for units. 		
Key Action Steps	<ul style="list-style-type: none"> Reach out and establish the designated teachers/leaders responsible for various professional development Set date/time and plan deliverables, agendas, and desired outcomes for each PD with designated PD teachers/leaders Enter each PD in MyLearningPlan and set appropriate communication (including reminders) to teachers Set up contract agreements and Extra-Service Pay agreements Follow up with teachers when observing classrooms and during debriefs/curriculum check-ins. 		
'21-22 Budgeted	To be determined (TBD)		

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Curriculum / Science Secondary

Program Name: 9-12 Science Adoption

Submitted By: Valentina Bumbu, PhD

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 4: All students learn to read and succeed. 4.1 – By the end of each school year, 80% of students will demonstrate a minimum of one year’s growth in reading. 4a. Student Reading Proficiency; Core Instruction Framework- through the virtual learning playbook and blended instructional framework
Description	High school science teachers will participate in the selection of materials to by the end of 2021 for the following subjects: Physics First Chemistry Environmental Science AP Environmental Science Anatomy & Physiology
Strategy to accomplish your Target	9-12 Science Materials adoption will review print and digital materials to assess alignment to the Missouri Learning Standards and adopt materials best suited for our students and the district. Textbook/Resource Committees will include the curriculum director, curriculum specialist, network superintendents, building leaders, classroom teachers, parents, and students. The committee will objectively review materials presented by sales representatives. Committees will review materials and make a decision based on the presentations.
Strategy Sponsor/Owner(s)	Valentina Bumbu
Impact Group(s)	Secondary Science Teachers
Key Performance Indicators	<ul style="list-style-type: none"> • Successful implementation of adopted science materials • Tracking of standards mastery in the respective sciences • Increasing the percentage of students rated as proficient in the respective science assessments.
Key Action Steps	<ul style="list-style-type: none"> • Write the RFP documents • Identify teachers able to review materials • Produce RFP for companies to participate • Review RFPs and issue invitations to present • Gather committees to review the materials and observe presentations • Teachers score presentations • Letters are sent to companies as an invitation to enter into negotiations.

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'21-22 Budgeted	To be determined (TBD)

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Curriculum / Social Studies

Program Name: Elementary Social Studies

Submitted By: Dr. Glenn Barnes

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 4 All students learn to read and succeed; 4.1: By the end of each 2021-2022 school year, 80% of students will demonstrate a minimum of one year's growth in reading. 4a: Student Reading Proficiency.
Description	Social studies education in elementary grades has been largely cut due to time directly devoted to ELA and Math. However, social studies education has been directly linked by the Fordham Institute in their longitudinal study of elementary social studies to increases in literacy amongst those who are low income, female, and those with limited English proficiency. This is inclusive of many of our students and an important reason why social studies is very much needed. Some schools have incorporated "social studies" into literacy blocks, but do not engage in the skills of social studies via source analysis, contextualization, and other social studies literacy skills. In addition to a standards based curriculum and aligned resources, our teachers are requesting a program which provides these resources and focuses on improving literacy with the data to show growth. In order to reach 80% of students growing one year in reading growth, a program like Achieve 3000 would help us reach that goal as an intervention in our primary grades.
Strategy to accomplish your Target	By purchasing access to Achieve 3000, elementary students would have the ability to develop social studies skills, improve their literacy, and show growth in reading levels. With access to the program, teachers would be able to: <ul style="list-style-type: none"> • Assign standards aligned social studies readings to students and have quizzes attached to the readings to assess comprehension and understanding. • Utilize data will provide teachers with actionable feedback to support students to improve in not only social studies, but also as a part of their literacy block.
Strategy Sponsor/Owner(s)	Glenn Barnes
Impact Group(s)	Social Studies
Key Performance Indicators	<ul style="list-style-type: none"> • 100% of elementary schools are implementing the use of Achieve 3000 in social studies.

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	<ul style="list-style-type: none"> Schools using Achieve 3000 show growth in literacy when utilizing assessments.
Key Action Steps	<ul style="list-style-type: none"> Receive a bid for the cost of the program. Budget for purchase. Purchase the program. Train the teachers on how to implement. Check for implementation with fidelity. Examine assessment results from implementation.
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Social Studies

Program Name: Advanced Placement Adoption

Submitted By: Dr. Glenn Barnes

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 4: All students learn to read and succeed. 4.1 – By the end of each school year, 80% of students will demonstrate a minimum of one year's growth in reading. 4a. Student Reading Proficiency; Core Instruction Framework- through the virtual learning playbook and blended instructional framework
Description	High School teachers will participate in the selection of Advanced Placement materials by the end of 2022 for courses in AP Psychology, AP Government and Politics, AP Comparative Government, AP US History, and AP Human Geography.
Strategy to accomplish your Target	Advanced Placement Social Studies Materials adoption will review print and digital materials to assess alignment to the Missouri Learning Standards and adopt materials best suited for our students and the district. Textbook/Resource Committees will include the curriculum director, curriculum specialist, network superintendents, building leaders, classroom teachers, parents, and students. The committee will objectively review materials presented by sales representatives. Committees will review materials and make a decision based on the presentations.
Strategy Sponsor/Owner(s)	Dr. Glenn Barnes
Impact Group(s)	High School Social Studies
Key Performance Indicators	<ul style="list-style-type: none"> • Time allocated to Advanced Placement • Inclusion of adopted social studies materials • Tracking of standards mastery in social studies • Increasing the percentage of students rated as proficient in social studies assessments.
Key Action Steps	<ul style="list-style-type: none"> • Write the RFP documents • Identify teachers able to review materials • Produce RFP for companies to participate • Review RFPs and issue invitations to present • Gather committees to review the materials and observe presentations • Teachers score presentations • Letters are sent to companies as an invitation to enter into negotiations.
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Social Studies

Program Name: K-5 Adoption

Submitted By: Dr. Glenn Barnes

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 4: All students learn to read and succeed. 4.1 – By the end of each school year, 80% of students will demonstrate a minimum of one year’s growth in reading. 4a. Student Reading Proficiency; Core Instruction Framework- through the virtual learning playbook and blended instructional framework
Description	Elementary teachers will participate in the selection of social studies materials to by the end of 2022.
Strategy to accomplish your Target	K-5 Social Studies Materials adoption will review print and digital materials to assess alignment to the Missouri Learning Standards and adopt materials best suited for our students and the district. Textbook/Resource Committees will include the curriculum director, curriculum specialist, network superintendents, building leaders, classroom teachers, parents, and students. The committee will objectively review materials presented by sales representatives. Committees will review materials and make a decision based on the presentations.
Strategy Sponsor/Owner(s)	Dr. Glenn Barnes
Impact Group(s)	Elementary Social Studies
Key Performance Indicators	<ul style="list-style-type: none"> • Time allocated to social studies • Inclusion of adopted social studies materials • Tracking of standards mastery in social studies • Increasing the percentage of students rated as proficient in social studies assessments.
Key Action Steps	<ul style="list-style-type: none"> • Write the RFP documents • Identify teachers able to review materials • Produce RFP for companies to participate • Review RFPs and issue invitations to present • Gather committees to review the materials and observe presentations • Teachers score presentations • Letters are sent to companies as an invitation to enter into negotiations.
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Director

Program Name: Standards-Based Lesson Plan Data Base

Submitted By: Dr. Kimberly Moody

Connection to TP3.0 / District Priorities / Academic Priorities	<p>This project supports pillar 4 of the district's Transformation Plan 3.0 – All students learn to read and succeed.</p> <p>S.M.A.R.T. GOALS 4.1. By the end of each school year, 80% of students will demonstrate a minimum of one year's growth in reading.</p> <p>4.2. By 2020, 90% of our students will be prepared for the college and/or career of their choice upon graduation from high school.</p> <p>4.3. By the end of the 2021 school year, 80% of third graders will be reading on grade level.</p>
Description	<p>The Lesson Plan Database is designed to be an interactive resource and tool to support SLPS educators in teaching the essential learning skills defined by the Missouri Learning Standards as represented in the Standards Based Curriculum Plans for the core content areas.</p>
Strategy to accomplish your Target	<p>Curriculum specialist will work with teacher leaders in the Summer Curriculum Work Group to identify exemplary lesson plans by grade level and standard that meet the qualifications listed: Learning outcomes are clear, specifically to the standards or benchmarks addressed in the lesson, provide a focus for instructional planning, set the stage for teaching-learning-and assessment and identify specifically how learning will be evidenced.</p> <ul style="list-style-type: none"> • Host Virtual Sessions with Curriculum Specialist and to vet, review and load lesson plans into standards-based grid- by grade level. • We anticipate the need for a minimum of four sessions in June of 2021
Strategy Sponsor/Owner(s)	Dr. Kimberly Moody and Dr. Sara Martens
Impact Group(s)	All SLPS Teachers and Students
Key Performance Indicators	<ul style="list-style-type: none"> • Students who receive instruction from teachers using lesson plans from the data base four or more times each quarter will demonstrate the anticipated, one-year grade level equivalent, growth in STAR Reading and/or STAR Math. • Students who receive instruction from teachers using lesson plans from the data base four or more times each quarter will

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	demonstrate growth on standardized assessment (MAP, EOC, and AP).
Key Action Steps	<ul style="list-style-type: none"> • Establish criteria for identifying/vetting exemplar lesson plans • Inform AICs of submission process. • Establish deadline for submissions by quarter. • Establish meeting dates for vetting sessions. • Establish digital matrix for the storage, display and access to selected lesson plans/resource. • Acknowledge teachers who are presented in the database. • Track use. • Track student performance in courses that use data base materials 4 or more times during a quarter. • Review, assess, and refine action steps for 2021-22 SY.
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Director

Program Name: ABAR Book Study

Submitted By: Dr. Kimberly Moody

Connection to TP3.0 / District Priorities / Academic Priorities	<p>This project supports SLPS Transformation Plan Pillar 3: District Cultivates Teachers and Leaders who foster Effective, Culturally Responsive Learning Environments</p> <p>S.M.A.R.T. GOALS</p> <p>3.2 By 2022, SLPS will achieve an annual retention rate of at least 84% of its teaching workforce.</p> <p>3.3 By 2022, at least 75% of school leaders will report that they are “satisfied” or “highly satisfied” with Central Office supports for student discipline as measured by a bi-annual culture and climate survey.</p> <p>3.4 By 2022, SLPS will reduce the percentage of students receiving Out-of-School Suspensions (OSS) by 10% and reduce the percentage of students receiving more than two OSS’s by 30%.</p>
Description	<p>ABAR stands for anti-bias anti-racism. It is principally used to refer to education and training programs focusing on social justice and racial inequality.</p> <p>The ABAR Book Study Groups is designed to provide opportunities for district stakeholders to come together to read and discuss books to be read and discuss books with an ABAR theme for the purpose of collaborating using the latest research as a springboard for participants to benefit from an improved understanding of ABAR concepts and practical application of ABAR practices in education.</p>
Strategy to accomplish your Target	<p>St. Louis Public Schools Curriculum & Instruction department will facilitate a quarterly ABAR book studies to facilitate meaningful discussion and practical solutions to ABAR issues in SLPS. The meetings will take place on a weekday, after school hours.</p> <p>Meetings will occur virtually, via MS Teams, however, some in-person meetings may be schedule in the Spring of 2021 pending State, Federal and local regulations on gatherings.</p>
Strategy Sponsor/Owner(s)	Dr. Kimberly Moody
Impact Group(s)	SLPS leaders, teacher, students and community stakeholders
Key Performance Indicators	<ul style="list-style-type: none"> • Increase the capacity of participants to become more comfortable teaching and leading discussions about ABAR content, identify actions that can be taken to encourage ABAR programming and develop a plan to do so. • Increase in overall student retention.

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	<ul style="list-style-type: none"> • Decreases in overall number of Out-of-School Suspensions and the number of students receiving more than two OSS's by in one school year. • Increase in the number of school leaders will report that they are "satisfied" or "highly satisfied" with Central Office supports for student discipline as measured by a bi-annual culture and climate survey. • Overall improvement in district performance on Panoramic Survey questions targeting ABAR issues.
Key Action Steps	<p>Secure a date for the conference</p> <p>These steps will occur quarterly in alignment with the SLPS district calendar.</p> <ul style="list-style-type: none"> • Select the book • Identify participants • Order Books • Identify ABAR themed questions and discussion prompts. • Group will establish a collective outcome criterion /tangible take-away. • Deliver Books (Hard Copies or E-Book/Participant's Choice) • Establish Meeting Schedule • Facilitate Sessions (minimum 2/maximum 4) • Debriefing and next steps planning
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Director

Program Name: ABAR Conference

Submitted By: Dr. Kimberly Moody

Connection to TP3.0 / District Priorities / Academic Priorities	<p>This project supports SLPS Transformation Plan pillar 3: District cultivates Teachers and Leaders who foster effective, culturally responsive learning environments.</p> <p>S.M.A.R.T. GOALS</p> <p>3.2 By 2022, SLPS will achieve an annual retention rate of at least 84% of its teaching workforce.</p> <p>3.3 By 2022, at least 75% of school leaders will report that they are “satisfied” or “highly satisfied” with Central Office supports for student discipline as measured by a bi-annual culture and climate survey.</p> <p>3.4 By 2022, SLPS will reduce the percentage of students receiving Out-of-School Suspensions (OSS) by 10% and reduce the percentage of students receiving more than two OSS’s by 30%.</p>
Description	<p>ABAR stands for anti-bias anti-racism. It is principally used to refer to education and training programs focusing on social justice and racial inequality.</p> <p>The ABAR Conference is a vehicle to deliver ABAR tools, resources and practical implementation strategies to our stakeholders.</p>
Strategy to accomplish your Target)	<p>St. Louis Public Schools will produce an ABAR Conference to deliver ABAR resources, information and practical implementation strategies to our stakeholders; specifically, school leaders, teachers, parents and students. Additionally, this conference will also serve to showcase the district’s current ABAR efforts and provide insight to our stakeholders about future plans to extend these efforts.</p> <p>Providing guidance on ABAR can encourage students to become socially aware and responsible citizens: locally, nationally, and globally.</p> <p>Date: The conferences will take place on a three Saturday dates: February 27th, March 13 and April 24th of 2021.</p> <p>Time: 9 a.m. -12:00p.m.</p> <p>Location: Virtual via Zoom (Using the Zoom platform will allow SLPS to reach a broader Stakeholder audience, as many parents and community partners do not use the Microsoft Teams platform.)</p> <p>Programming: The program will feature the theme #slpsyourvoice matters and feature keynote speakers influential in the Social</p>

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	Justice Movement, student artwork, student performances and sessions featuring ABAR resources for teaching and learning, discipline, courageous conversations and responding to student/stakeholder voice.
Strategy Sponsor/Owner(s)	Dr. Kasey Seals-Shahid and Dr. Kimberly Moody
Impact Group(s)	SLPS leaders, teacher, students and community stakeholders
Key Performance Indicators	<ul style="list-style-type: none"> • Increase the capacity of participants to become more comfortable teaching and leading discussions about ABAR content, identify actions that can be taken to encourage ABAR programming and develop a plan to do so. • Increase in overall student retention. • Decreases in overall number of Out-of-School Suspensions and the number of students receiving more than two OSS's by in one school year. • Increase in the number of school leaders will report that they are "satisfied" or "highly satisfied" with Central Office supports for student discipline as measured by a bi-annual culture and climate survey. • Overall improvement in district performance on Panoramic Survey questions targeting ABAR issues.
Key Action Steps	<ul style="list-style-type: none"> • Secure a Conference Dates • Establish Conference Program and Logistics • Order Materials • Secure/Confirm Key Note Speakers Erica Armstrong Dunbar/Nic Stone/Jason Reynolds • Promote Conference • Execute Conference Registration • Ship Conference Materials • Execute Conference • Collected Attendee Data • Deliver Digital Certificates/Participant Acknowledgements • Debrief and next steps planning
'21-22 Budgeted	To be determined (TBD)

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Curriculum / Virtual Learning

Program Name: Equity, Literacy & Technology Initiative

Submitted By: Natasha Mitchell

Connection to TP3.0 / District Priorities / Academic Priorities	<p>The Equity, Literacy and Technology Initiative program goal will align to the following district and Academic Office priorities:</p> <p>Pillar 4: All students learn to read and succeed</p> <ol style="list-style-type: none"> 1. By the end of each school year, 80% of students will demonstrate a minimum of one year's growth in reading. <p>Pillar 2: The District advances fairness and equity across the system</p> <ol style="list-style-type: none"> 1. SLPS will increase the number of dual credit, advanced, and elective courses at the high school level. (Note: This initiative honors a subset of this overarching goal – SLPS will increase the number of technology literacy courses in grades PK – 8th grade) <p>Academic Office Priorities:</p> <ol style="list-style-type: none"> 1. Core Instruction Framework- through the virtual learning playbook and blended instructional framework 4. Standards Based approach to promote critical thinking, problem solving and grade-level proficiency. <p>Program Goal: By May 2022, 90% of K-8 students receiving Equity, Literacy and Technology (ELT) courses will demonstrate proficiency on district benchmark assessments, end-of-module assessments, and project-based performance task rubrics on the specific ELA priority standards covered in the course modules.</p>
Description	<p>The core purpose of the Equity, Literacy and Technology (ELT) Initiative is to provide innovative, technology-based courses to all students in grades PK – 8 to ensure every student is empowered with the technology tools and instructional resources necessary to engage in meaningful learning that will put them on a pathway to success. The Equity, Literacy and Technology academy, courses, instructional modules, and professional development will focus on ELA priority standards and be grounded in the intersection of equity, literacy, and 21st century technology skills.</p>
Strategy to accomplish your Target	<p><u>STRATEGY #1 – LEVERAGE TEACHER TALENT</u></p> <p>Equity Literacy & Technology Academy (January 2021 – May 2021)</p> <p>Description: Academy will be grounded in the intersection of equity, literacy, and 21st century technology skills. Equity Literacy Technology Specialists will participate in a 20-hour Equity Literacy & Technology Teacher Leadership Academy.</p> <p><u>STRATEGY # 2: DEVELOP STANDARDS-BASED COURSE CONTENT</u></p>

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	<p>Equity Literacy & Technology Instructional Content (June 2021 – July 2021)</p> <p>Description: Equity Literacy Technology Specialists will develop learning modules/instructional content for the 2021-2022 school year. Equity Literacy & Technology Modules will be developed in a trimester format with ELTS becoming experts and delivering content through virtual instruction. Schools will be offered courses on a rotating trimester basis to ensure equity and access for all grade levels.</p> <p><u>STRATEGY #3: ALL STUDENTS HAVE ACCESS TO QUALITY LITERACY INSTRUCTION</u></p> <p>Equity, Literacy, Technology Courses (PK-8) (2021-2022 School Year)</p> <p>Description: ELTS will function as teacher leaders, offering virtual instructional courses for all students in grades PK-8. Courses will be grounded in the intersection of equity, literacy, and 21st century technology skills.</p>
Strategy Sponsor/Owner(s)	Natasha Mitchell
Impact Group(s)	25 teacher leaders, all PK – 8 th grade students
Key Performance Indicators	<ul style="list-style-type: none"> • Increase in the number of students demonstrating proficiency on district Common Formative and Summative Assessments aligned to the specific ELA priority standards covered in the course modules • Increase in the number of students demonstrating proficiency on end-of-module assessments on the specific ELA priority standards covered in the course modules. • Increase in the number of students demonstrating proficiency on project-based performance task rubrics on the specific ELA priority standards covered in the course modules. • Incremental positive gains in STAR reading for every student participating in course modules (0.1+ per month for students on or above grade level and 0.2+ per month for students below grade level)
Key Action Steps	<p><u>STRATEGY #1 – LEVERAGE TEACHER TALENT</u></p> <p>Equity, Literacy & Technology Academy (January 2021 – May 2021)</p> <p>Key Action Steps:</p> <ul style="list-style-type: none"> • Develop and post job description for Equity, Literacy and Technology Specialists • Identify 25+ teacher leaders to become Equity Literacy Technology Specialists. <ul style="list-style-type: none"> ○ Teachers must be current SLPS teachers and go through an application process.

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	<ul style="list-style-type: none"> Teachers will attend a 20-hour Equity Literacy & Technology Teacher Leadership Academy. <ul style="list-style-type: none"> The training will prepare teacher leaders to facilitate professional development and design instructional modules for courses that will be offered 2021-2022 SY and Support Blended Learning and one-to-one technology initiatives <p><u>STRATEGY # 2: DEVELOP STANDARDS-BASED COURSE CONTENT</u> Equity Literacy & Technology Instructional Content (June 2021 – July 2021) Key Action Steps:</p> <ul style="list-style-type: none"> Develop standards-based instructional courses that have a literacy and equity aligned component, utilizing a technology platform Research and develop courses that are aligned to the ISTE standards, the ELA priority and secondary standards, and the SLPS ELA standards-based curriculum Develop courses as an elective, utilizing a trimester format Utilize a variety of hardware and software to ensure innovative technology platforms resources and instructional delivery methods are used in all courses (additional costs for technology materials) Create ELT Course Offering Guide for school leaders and AICs to create their ELT instructional program <p><u>STRATEGY #3: ALL STUDENTS HAVE ACCESS TO QUALITY LITERACY INSTRUCTION</u> Equity, Literacy, Technology Courses (PK-8) (2021-2022 School Year) Key Action Steps:</p> <ul style="list-style-type: none"> Launch all ELT courses virtually no later than week 2 of the 2021-2022 school year Ensure attendance and engagement maintain a 90% or higher rate every week of instruction Administer pre- and post-module assessments to demonstrate proficiency on priority ELA standards Ensure all courses are taught with fidelity, maintain grade level expectations, and high levels of student accountability Evaluate data, course content, and student feedback every trimester to maintain integrity in the instructional content, delivery methods, software and hardware being utilized
'21-22 Budgeted	To be determined (TBD).

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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	District Priorities: 1C – Financial Sustainability
Description	<p>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.</p> <p>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.</p>
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:

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	<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	To be determined (TBD)

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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

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	<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	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

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

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	<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-fors 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	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Chief Academic Office / Academic Instructional Coaches

Program Name: New Coach Induction Program

Submitted By: Sara Martens

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 1: The district creates a system of excellent schools.</p> <p>1.2-SLPS will staff in a manner that supports great choices for the children in the SLPS community.</p> <p>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>
Description	Academic Instructional Coaches will learn and begin to implement best practices in coaching.
Strategy to accomplish your Target	<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
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"> • 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
Key Action Steps	<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

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	<ul style="list-style-type: none">• AICs will engage in booster professional development after their 2021-2022 AIC Monthly Professional Development series.• Principals will be provided with look-fors and guidance for leading new AICs in their growth toward mastering the position.
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

Chief Academic Office / Academic Instructional Coaches

Program Name: Teacher Retention Work

Submitted By: Sara Martens

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>3.2-SLPS recruits, hires, cultivates, and retains more high quality, effective teachers.</p> <p>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>
Description	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.
Strategy to accomplish your Target	<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
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"> • 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.
Key Action Steps	<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.

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'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

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.

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	<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	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

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	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

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 impacts 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

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	<ul style="list-style-type: none"> 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	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

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. • 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	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

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	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

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

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 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.
Strategy to accomplish your Target	Strategy #1: Instructional Supports for ESOL Center Schools <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

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	<p>materials based on student proficiency levels and 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;

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	<ul style="list-style-type: none"> • # of coaching sessions; • # 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.
Key Action Steps	<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;

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- 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;

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	<ul style="list-style-type: none"> • Track and report on the evidence of impact in the area of ESOL instruction. <p>Strategy #3: Instructional Supports for Potential ELLs in PreK</p> <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.
'21-22 Budgeted	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

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	<p>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.</p>
Strategy to accomplish your Target” (Pillar; SMART Goal; District Priorities, Academic Priorities)	<p>Strategy #1: District PD Days</p> <p>The ESOL Office will offer ESOL cohorts during district PD days (ESOL teachers and classroom/content teachers).</p> <p>Strategy #2: SIOP & Co-teaching</p> <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> <p>Strategy #3: ELL PD for District Staff</p> <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> <p>Strategy #4: ELL Workshops & Conferences</p> <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>

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	<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-fors 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>

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- 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;

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	<ul style="list-style-type: none"> • Determine communication protocols within the team to ensure each teacher who participates in video PD has a follow-up to facilitate implementation; • 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	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

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

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	<p>Hour, STEM Hour, Bake-a-Book, ESOL College and Career Fair);</p> <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	To be determined (TBD)

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Chief Academic Office / ESOL

Program name: Language Access

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 facilitate effective communication between ELL students/families and district staff by providing language access services.
Strategy to accomplish your Target	<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>
Strategy Sponsor/Owner(s)	Dr. Alla Gonzalez Del Castillo
Impact Group(s)	ELL students, ESOL families and district staff
Key Performance Indicators	<ul style="list-style-type: none"> • # of students, ELL parents, district staff supported; • # of translated district documents; • # of robo calls recorded in multiple languages.
Key Action Steps	<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;

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	<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	To be determined (TBD)

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LEADERSHIP DEVELOPMENT

MISSION STATEMENT

The mission of Leadership Development is to produce exceptionally skilled, adaptive leaders who utilize key leadership practices to accelerate student learning and to inspire faculty and staff to achieve professional success.

Chief Academic Office / Leadership Development

Program Name: New Leader Induction Mentoring Program

Submitted By: Kay Royster

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 3: The district cultivates teachers and leaders who foster effective, culturally responsive learning environments.
Description	This program is designed to support new and novice school, leaders with attaining the competencies associated with leading and managing efficient and effective schools.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Organize planning committee of six principals to participate in the development and execution of program • Partner with Wallace Foundation for input and guidance on the development and execution of program • Utilize research-based approaches to guide the development, execution, and evaluation of program • Use consultative and meditative coaching practices to strengthen skills and competencies of new principals • Collaboratively design and plan meetings and PLE sessions with Network Superintendents
Strategy Sponsor/Owner(s)	Kay Royster
Impact Group(s)	First and second year school leaders
Key Performance Indicators	<ul style="list-style-type: none"> • Effective leadership and management of first days of school • Effective leadership and management of schools in virtual environment • Growth in student achievement for reading and mathematics • Improvement in leadership skills and competencies • Improvement in mid-year and end-of-year evaluation ratings of new/novice principals • Evidence of integrating theory and practice in leadership routines

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	<ul style="list-style-type: none"> • Evidence of establishing a culture of learning and change for faculty and staff • Evidence of focus on instructional leadership and school improvement strategies • Evidence of focus on culturally relevant teaching and learning • Mentor and mentee perceptions of program effectiveness
Key Action Steps	<ul style="list-style-type: none"> • Assign mentors to new principals with input from Network Superintendents • Check with Network Superintendents periodically regarding needs of new/novice principals • Plan and schedule two check-in sessions with mentors and mentees • Plan and schedule six professional learning sessions for new/novice leaders • Survey new/novice principals quarterly to ascertain need for leadership support • Analyze mentor logs for status and progress of mentee/novice principal and for indications for program adjustments
'21-22 Budgeted	To be determined (TBA)

By July 2021, the district will identify 5 elementary reading coaches to provide direct instruction to striving readers in grades K-3 attending 10 schools not identified as State Comprehensive or School Improvement Grant schools.

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Chief Academic Office / Leadership Development

Program Name: Aspiring School Leader Fellows Cohort

Submitted By: Kay Royster

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 3: The District cultivates teachers and leaders who foster effective culturally responsive learning environments.
Description	As a component of the Principal Pipeline of SLPS, this program serves as preparation for current employees who are interested in becoming a member of the aspiring leaders' cohort.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Utilize expertise of ASLF Pathway Committee to review/revise ASL Fellow's Program if needed • Utilize feedback from previous participants to inform program content and practices • Partner with Wallace Foundation to access current research and information on aspiring leaders programs • Utilize expertise and information from Network Superintendents to revise program as necessary
Strategy Sponsor/Owner(s)	Kay Royster
Impact Group(s)	District employees interested in or identified as potential leaders beyond the classroom
Key Performance Indicators	<ul style="list-style-type: none"> • Quality of fellows participating in program • Quality and relevance of curriculum modules as related to school leadership • Program addresses school leadership in a virtual environment • Program focused on culturally relevant teaching and learning related to student achievement • Program integrates leadership theory and practice • Program focuses on instructional leadership and school improvement strategies • Program offers problem-based learning • Program offers perspectives on leading organizational learning and change
Key Action Steps	<ul style="list-style-type: none"> • Identify ASL Fellows Advisory Committee • Develop materials (interview questions, rubrics, etc.) for selection process • Identify expert presenters for ASLF modules • Create application and develop process for ASL Fellows participation • Develop/revise ASL Cohort panel selection process

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	<ul style="list-style-type: none">• Identify possible vacancies through Network Superintendents• Identify ASLF Panel participants• Create application and develop process for application process for selecting new school leaders• Develop logistical plan for interviewing school leaders for potential vacancies
'21-22 Budgeted	To be determined (TBD)

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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,

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	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	To be determined (TBD)

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Chief Academic Office / Professional Development

Program Name: PD Booster Sessions

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>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>
Strategy to accomplish your Target	<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.
Strategy Sponsor/Owner(s)	Dr. LaTisha Smith
Impact Group(s)	Teacher and Staff in SLPS
Key Performance Indicators	<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.
Key Action Steps	<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.
'21-22 Budgeted	To be determined (TBD)

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Chief Academic Office / Professional Development

Program Name: Certification Programs

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>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>
Strategy to accomplish your Target	<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
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 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.
Key Action Steps	<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

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	<ul style="list-style-type: none">• Explore and expand additional certification programs based on shortages and district hiring needs.
'21-22 Budgeted	To be determined (TBD)

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SAINT LOUIS PLAN MISSION STATEMENT

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

Chief Academic Office / St. Louis Plan

Program Name: Peer Assistance and Review

Submitted By: Dr. Wanda C. Clay

Connection to TP3.0 / District Priorities / Academic Priorities	DISTRICT CULTIVATES TEACHERS AND LEADERS WHO FOSTER EFFECTIVE, CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS <ul style="list-style-type: none"> 3.2 By 2022, SLPS will achieve an annual retention rate of at least 84% of its teaching workforce.
Description	13 Consultant teachers and 3 Induction Coaches (St. Louis Plan Peer Assistants) will provide individual professional development to new teachers in the St. Louis Public schools. Each Consultant teacher will support 10 new teachers without prior public school experience. Each Induction Coach will support 12 – 36 new teachers with experience across 3 tiers of support.
Strategy to accomplish your Target”	The Peer Assistants (Consultant Teachers and Induction Coaches) will provide 12 – 18 months of intensive individual professional development designed to improve the performance of selected teachers new to the St. Louis Public schools on their required standards of professional practice.
Strategy Sponsor/Owner(s)	Dr. Wanda C. Clay
Impact Group(s)	New Teachers and Students in the St. Louis Public Schools
Key Performance Indicators	<ul style="list-style-type: none"> 85% of the 110 - 150 new teachers in the Saint Plan will be receive a satisfactory on the 4 standards of practice required for retention with the Saint Louis Public Schools. 95 – 100 % of the 110 – 150 new teachers in the Saint Louis Plan will improve their planning and delivery of effective instruction for the students in the Saint Louis Public schools. 85% of the new teachers in the St. Louis Plan will have improvement shown in their students’ knowledge and

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	understanding of the content and processes taught by new teachers in the Saint Louis Public Schools.
Key Action Steps	<p><u>Consultant Teachers:</u></p> <p>Activity A: 13 consultant teachers will collect and assess new teacher instructional data a minimum of 3000 hours (August 2021 – May 2022).</p> <p>Activity B: 13 consultant teachers will spend a minimum of 4000 hours researching, planning, preparing, and providing written feedback for instructional improvement for new teachers in the Saint Louis Public Schools (August 2021 – May 2022).</p> <p>Activity C: 10-13 consultant teachers will provide new teachers in the St. Louis public schools a minimum of 6000 hours of individual professional development through coaching and teaching for instructional improvement. (August 2021 – May 2022).</p> <p>Induction Coaches:</p> <p><u>Tier 1 Support Process: Teachers selected in advance</u></p> <ul style="list-style-type: none"> • In weeks 1-3, 10 – 20 selected schools and 12 -18 teachers will be selected. • The initial support for the 12 -18 teachers will begin. That support will consist of conferences, informal observations, and coaching cycles. <p><u>Tier 2 Support Process: Teachers selected by request/recommendation</u></p> <ul style="list-style-type: none"> • Beginning the 2nd quarter requests will be submitted by principals and AICs and will be reviewed for assistance by Induction Coaches. • Each Induction Coach can provide intensive individual support (IIS) to a maximum of 12 teachers in Tiers 1 and 2. <p><u>Tier 3 Support Process: Small group professional development</u></p> <ul style="list-style-type: none"> • All teachers new to the SLPS in the Induction Coaching Cohort schools will be eligible for the small group professional development provided by an Induction Coach. • The Induction Coach based on the needs of the teachers and supported with observation and feedback from school leaders will determine the selection of content.
'21-22 Budgeted	To be determined (TBD)

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Chief Academic Office / St. Louis Plan

Program Name: Peer Assistant Professional Development

Submitted By: Dr. Wanda C. Clay

Connection to TP3.0 / District Priorities / Academic Priorities	District Cultivates Teachers and Leaders who foster Effective, Culturally Responsive Learning Environments <ul style="list-style-type: none"> 3.2 By 2022, SLPS will achieve an annual retention rate of at least 84% of its teaching workforce.
Description	<ul style="list-style-type: none"> The 13 consultant teachers and 3 induction coaches for the Saint Louis Plan will participate in four professional development activities from July 2021 – June 2022. The 13 consultant teachers and 3 Induction coaches will increase their proficiency with coaching, assessing, teaching and providing feedback to new teachers in the Saint. Louis Plan from August 2022 – May 2022 The 13 consultant teachers and 3 induction coaches will reflect on their success in a closure session for the 2021 – 2022 school year. 5 – 6 newly hired Consultant Teachers will receive 30 hours of professional development/training prior to the beginning of the 2021 school year.
Strategy to accomplish your Target	Consultant teachers and induction coaches will receive research based professional development focused on increasing their effectiveness with coaching, assessing, and providing instructional feedback to new teachers.
Strategy Sponsor/Owner(s)	Dr. Wanda C. Clay
Impact Group(s)	Consultant Teachers, Induction Coaches, and New Teachers
Key Performance Indicators	<ul style="list-style-type: none"> 85% of the 110 - 150 new teachers in the Saint Plan will be receive a satisfactory on the 4 standards of practice required for retention with the Saint Louis Public Schools. 95 – 100 % of the 110 – 150 new teachers in the Saint Louis Plan will improve their planning and delivery of effective instruction for the students in the Saint Louis Public schools. 85% of the new teachers in the St. Louis Plan will have improvement shown in their students’ knowledge and understanding of the content and processes taught by new teachers in the Saint Louis Public Schools.
Key Action Steps	Proposed Activities <ul style="list-style-type: none"> 13 consultant teachers and 3 induction coaches will participate in minimum of 80 hours of professional development training

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	<p>provided by the Coordinator of the Saint Louis Plan. This professional development will be anchored by an ASCD institutional membership providing member books, journals and discounts on conferences and additional instructional resources.</p> <ul style="list-style-type: none"> • 5 new consultant teachers, 8 current consultant teachers, 3 Induction Coaches, 1 former consultant and the Coordinator will attend the 2021 AFT conference in Washington, DC. The consultants and induction coaches will attend a variety of sessions to increase their knowledge and skills in teaching, coaching and classroom leadership. • 5 new consultants will attend the initial 8 sessions of training in Cognitive Coaching® during the 2021 – 2022 School year. The remaining 8 consultants and 3 induction coaches will attend 3 – 4 booster sessions to support their continuous development of coaching skills. This Training (Note: This training will be made available to lead mentors, AIC, and other teacher leaders Cost will be covered in a different program by a previous Grant) • 13 consultant teachers and 3 induction coaches will participate in a 15-hour planning and reflection institute to increase their capacity as coaches and collaborators. • The 10 consultant teachers and 2 induction coaches will assess the success of the 2020 - 2021 school year and draft a plan for improving their work in the 2021– 2022 school year. • 2 current Consultant Teachers will revise and deliver a 30 hour professional development training session during the months of June or July, 2021 for 5 -6 newly hired Consultant Teachers.
'21-22 Budgeted	To be determined (TBD)

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Chief Academic Office / St. Louis Plan

Program Name: New Teacher Professional Development

Submitted By: Dr. Wanda C. Clay

Connection to TP3.0 / District Priorities / Academic Priorities	District Cultivates Teachers and Leaders who foster Effective, Culturally Responsive Learning Environments <ul style="list-style-type: none"> 3.2 By 2022, SLPS will achieve an annual retention rate of at least 84% of its teaching workforce.
Description	Consultant Teachers and Induction Coaches (Peer Assistants) will provide a variety of whole group professional development opportunities instruction to all teachers new to the St. Louis public schools centered around performance-based teaching standards and the necessity of creating a positive classroom culture for learning.
Strategy to accomplish your Target	<ul style="list-style-type: none"> Increase instructional effectiveness cultivate the skill of accurate reflection for instructional improvement strengthen their capacity for teacher leadership
Strategy Sponsor/Owner(s)	Dr. Wanda C. Clay
Impact Group(s)	New Teachers in the St. Louis Public Schools
Key Performance Indicators	<ul style="list-style-type: none"> 85% of the 110 - 150 new teachers in the Saint Plan will be receive a satisfactory on the 4 standards of practice required for retention with the Saint Louis Public Schools. 95 – 100 % of the 110 – 150 new teachers in the Saint Louis Plan will improve their planning and delivery of effective instruction for the students in the Saint Louis Public schools. 85% of the new teachers in the St. Louis Plan will have improvement shown in their students’ knowledge and understanding of the content and processes taught by new teachers in the Saint Louis Public Schools.
Key Action Steps	<ul style="list-style-type: none"> 13 consultant teachers and 3 induction coaches will design and deliver 3 days (21 hours) of professional development for all teachers new to the SLPS in August 2021 (NTO) 13 Consultant teachers and 3 Induction coaches will design and deliver 5 sessions (21 hours) of professional development for all new teachers in the St. Louis Plan from January 2021- December 2021. (NTA) 2 Consultant Teachers and 2 Induction coaches will design and deliver 2hours of professional development in May 2021 to all interns who successfully complete the St. Louis Plan.

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	<ul style="list-style-type: none">13 Consultant Teachers and 3 Induction Coaches will design professional development booster sessions for the teachers in the St. Louis Plan from January 2021 – December 2021. The content of those sessions may include the following topics: Distance Learning, Blended Learning, Visible Learning Strategies, Learning Targets, and Trauma Informed Instructional Practices.
'21-22 Budgeted	To be determined (TBD)

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Chief Academic Office / St. Louis Plan

Program Name: STL Plan Leadership & Support

Submitted By: Dr. Wanda C. Clay

Connection to TP3.0 / District Priorities / Academic Priorities	District Cultivates Teachers and Leaders who foster Effective, Culturally Responsive Learning Environments 3.2 By 2022, SLPS will achieve an annual retention rate of at least 84% of its teaching workforce.
Description	Consultant teachers, Induction Coaches and Former Consultant teaches will work to: <ul style="list-style-type: none"> • Expand the concept of teacher leadership roles in the Saint Louis Public Schools • Increase the pool of teacher leaders who will collaborate with leadership teams at the school sites. • Increase the pool of teacher leaders who will serve in instructional roles at the district level. • Increase the pool of master teachers for the St. Louis Plan. • Increase the pool of teacher leaders serving student needs in the community. • Increase the pool of teachers by identifying talent in the substitution pool.
Strategy to accomplish your Target”	The St. Louis Plan will identify and train talented teachers to serve in leadership positions with the St. Louis Public Schools. The St. Louis Plan will design training for substitute teachers that will increase their knowledge and skills of instructional practice as well as highlight individuals who have the aptitude and desire to continue on a grow your own teaching track.
Strategy Sponsor/Owner(s)	Dr. Wanda C. Clay and the St. Louis Plan – Human Resources
Impact Group(s)	New Teachers, New Consultants, AIC’s, Mentors, and Substitute teachers.
Key Performance Indicators	<ul style="list-style-type: none"> • 85% of the 110 - 150 new teachers in the Saint Plan will be receive a satisfactory on the 4 standards of practice required for retention with the Saint Louis Public Schools. • 95 – 100 % of the 110 – 150 new teachers in the Saint Louis Plan will improve their planning and delivery of effective instruction for the students in the Saint Louis Public schools. • 85% of the new teachers in the St. Louis Plan will have improvement shown in their students’ knowledge and understanding of the content and processes taught by new teachers in the Saint Louis Public Schools.

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Key Action Steps	<ul style="list-style-type: none"> • Cognitive Coaching training will be provided for 5 new Consultant Teachers, 5 new Lead mentors, and all new AIC's at the middle and secondary level, and select AIC's at the elementary level. 12 Consultant teachers and 2 induction coaches will participate in 3 – 4 Cognitive Coaching booster sessions during the 2021 -2022 School year. (The cost of the trainer was provided in the 2020 Parsons Blewett Grant.) • 4 Consultant Teachers 1 Induction Coach, the Coordinator of the St. Louis Plan, the Director of Professional Development, the Director of Leader Pathways, a representative for Academic Coaches and 10 Lead Mentors will develop and implement a yearlong training process for 200 mentor teachers in the St. Louis Public Schools. The mentors will meet 4 times from January 2021 – December 2021. • The St. Louis Plan will partner with the Professional Development Division of the Academic office to provide professional development around the concept of Action Research to Improve Instruction This professional development will be provided to selected proficient or distinguished veteran teachers and selected St. Louis Plan teaches in their 1st, 2nd, or 3rd year of teaching in the St. Louis Public Schools. The selected teachers will meet with a small cohort and Consultant Teacher or Induction Coach once per month for 8 months of the beginning January 2021. In addition, concluding in December 2021school year. • The St. Louis Plan (8 – 12 Former Consultant Teachers) will partner with the Human Resources Division Former to design and deliver 18 -24 hours of professional development to the substitute teachers serving in the St. Louis public schools. This instruction is designed to increase the substitute's professionalism and to support a seamless transition from classroom teacher to substitute when regular classroom teachers are absent.
'21-22 Budgeted	To be determined (TBD)

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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.

ACADEMIC OFFICE OPERATIONAL PLAN

Chief Academic Office / Office of Special Education

Program Name: Goal #1

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 it's system
Description	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.
Strategy to accomplish your Target	A continued emphasis of efforts towards this strategy not only led to the success of last year's DESE Triennial Self Asst. which notes 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.
Strategy Sponsor/Owner(s)	Director of SPED: Candice Boyd/Asst. Dir. SPED: Lisa Jackson-Terry & SPED Administrative (PC) Team
Impact Group(s)	School-age Students w/Identified Disabilities Diagnostic and SPED Teams All staff that implement IEPs for students ages 3-21
Key Performance Indicators	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

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	in implementing DESE's new MAP-A process/criteria for school 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.)
Key Action Steps	<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>
'21-22 Budgeted	To be determined (TBD)

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Chief Academic Office / Office of Special Education

Program name: Goal #2

Submitted By: Candice Boyd

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 1: The District creates a system of excellent schools</p> <p>Pillar 2: The District advances fairness and equity across it's systems</p> <p>Pillar 4: All students learn to read and succeed</p>
Description	<p>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).</p>
Strategy to accomplish your Target	<p>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.</p>
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	<p>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</p>

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	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	To be determined (TBD)

ACADEMIC OFFICE OPERATIONAL PLAN

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	To be determined (TBD)

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ATHLETICS MISSION STATEMENT

The Public High League (PHL) is committed to providing a positive, equitable and competitive athletic experience for all students. Our goal is to create a culture displaying integrity, sportsmanship, and wellness for all student athletes. Moreover, the PHL believes that physical fitness, discipline and success can help promote academic success. We expect our athletes to take pride in their performance in the classroom and on the playing field. While we aim to build both competitive and winning teams, our underlying mission is to promote the value of school spirit and fair play.

Chief Academic Office / Athletics

Program Name: Public High League

Submitted By: Teron Sharp

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 2: Establish a system to make data-driven decisions to improve student outcomes
Description	The Public High League (PHL) will work to focus more on data driven decisions with looking at participation numbers; sustainability of sports programs; and looking at trends locally, statewide, and nationally for various sports.
Strategy to accomplish your Target	<ul style="list-style-type: none"> • Usage of student and parent surveys • Measuring actual vs. anticipated participation over a 5-10 year period
Strategy Sponsor/Owner(s)	Teron Sharp
Impact Group(s)	Elementary-High School Students
Key Performance Indicators	<p>Athletic Academic Success</p> <ul style="list-style-type: none"> • Passing Rate • Attendance Rate • Graduation Rate (4 yr.) <p>Athlete Participation</p> <ul style="list-style-type: none"> • 9th Grade • 10th Grade • 11th Grade • 12th Grade <p>Total Percentage of Students participating</p> <ul style="list-style-type: none"> • 9th – 12th Grade <p>Retention of Athletes</p> <p>Athletic Personnel</p> <ul style="list-style-type: none"> • 100% Staffing

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	<ul style="list-style-type: none"> • Retention of Coaches <p>Community Involvement</p> <ul style="list-style-type: none"> • Community Service
Key Action Steps	<ul style="list-style-type: none"> • Survey building administrators around what they are able to offer based on their staff • Establish set goals and guidelines for offering athletics at various grade-levels throughout the district • Increase opportunities for student participation throughout elementary-high school athletics • Improve the overall perception of PHL Athletics locally, state-wide, and nationally •
'21-22 Budgeted	To be determined (TBD)

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STATE AND FEDERAL MISSION STATEMENT

The Office of State and Federal Programs of the St. Louis Public Schools provides oversight and strategic planning to schools to ensure that federal funds are effectively used and leveraged so that schools have the necessary structures and supports to guarantee that children have an equitable and significant opportunity to obtain a high quality education.

Chief Academic Office / State and Federal

Program Name: Comprehensive Schools

Submitted By: Claire Crapo

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 1: The District Supports a System of Excellent Schools 1.1 By 2021, SLPS will maintain full accreditation and 100% of schools will achieve provisional or full accreditation.
Description	All Comprehensive Schools must create an Accountability Plan that contains a comprehensive needs assessment, prioritized needs, academic goals and aligned evidenced-based strategies. The plan functions as the road map for leaders and should be clear, actionable and convey the clear steps a leader is taking to meet the ELA and Mathematics goals.
Strategy to accomplish your Target	All Comprehensive schools will receive support and development to revise or develop their Accountability Plan to ensure that evidence-based strategies and associated purchases directly align towards meeting their ELA and Mathematics goals to exit Comprehensive status. In addition, schools receive support to develop strategies that are effective in a hybrid model.
Strategy Sponsor/Owner(s)	Claire Crapo
Impact Group(s)	
Key Performance Indicators	<ul style="list-style-type: none"> • 100% of plans meet the vision and standards set forth by the rubric. • 100% of school leaders can clearly explain their school goals and the aligned strategies during virtual learning walks and data presentations. • At 75% of schools, the strategies observed in schools and online align to the goals.
Key Action Steps	<ul style="list-style-type: none"> • Create a clear vision and rubric for what constitutes a high-quality plan and convey this to school leaders

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	<ul style="list-style-type: none">• Create a clear rubric which clearly outlines the requirements for the Comprehensive School Plan
'21-22 Budgeted	To be determined (TBD)

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Chief Academic Office / State and Federal

Program Name: Data Management

Submitted By: Claire Crapo

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 1: The district supports a system of excellent schools</p> <p>1.1 By 2021, SLPS will maintain full accreditation and 100% of schools will achieve provisional or full accreditation.</p> <p>Pillar 4: All students learn to read and succeed.</p> <p>4.1 – K-12th graders read on or above grade level.</p>
Description	<p>Having a central warehouse for data is critical to analyze different key data points. A data warehouse allows the district, schools, and teachers to track progress over time. The district partnered with Schoolzilla PBC to develop a data warehouse and performance dashboard in support of the implementation of the District-wide Transformation Plan. The district needs a central warehouse for all district data specifically data that is being collected while schools are virtual.</p>
Strategy to accomplish your Target	<p>All schools leaders and teachers will use data to inform instruction, monitor student progress, and communicate with family and key stakeholders</p>
Strategy Sponsor/Owner(s)	Claire Crapo and Accountability Office
Impact Group(s)	School leaders, network superintendents, teachers
Key Performance Indicators	<ul style="list-style-type: none"> • 100% of school leaders have high usage (weekly logins) on the district data platform • 80% of teachers utilize the data platform monthly • 80% of teachers indicate that they are satisfied with the data platform on an end of year survey.
Key Action Steps	<ul style="list-style-type: none"> • Create an RFP that outlines the requirements and specifically includes metrics that track virtual learning and engagement • Professional development to both school leaders and teachers • Usage reports released to Network Superintendents <p>Assessment updates in a timely manner to reflect assessment activity</p>
'21-22 Budgeted	To be determined (TBD)

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Chief Academic Office / State and Federal

Program Name: Student Promotion and Retention: Tiered Systems of Intervention

Submitted By: Claire Crapo

Connection to TP3.0 / District Priorities / Academic Priorities	<p>Pillar 4: All students learn to read and succeed.</p> <p>4.1 – K-12th graders read on or above grade level.</p> <p>4.2 – At every stage of transition, from elementary to middle to high school, students are ready for the next level of learning.</p> <p>4.3 – High school students are prepared for the college and/or career of their choice upon graduation.</p> <p>4.4 – All students have access to enrichment resources, supports, and opportunities that advance their success and love of reading.</p>
Description	<p>A system to support students and prevent student retention is crucial to ensuring that students are ready for the next grade level at the end of the school year. While we have focused much of our efforts on an instructional framework for students, we are missing a district-wide approach to preventing students from falling behind. We need to systematize our tier 2 and 3 interventions. I believe that many principals and teachers do not know how to implement a system of tiered interventions and it is our job at the district level to create both a framework and training for schools.</p>
Strategy to accomplish your Target	<p>Provide schools with training and a framework to provide students with high quality tier two and three interventions.</p>
Strategy Sponsor/Owner(s)	Claire Crapo
Impact Group(s)	Principals
Key Performance Indicators	<ul style="list-style-type: none"> • 100% of schools have a plan to implement tier 2 and 3 interventions. • 80% of schools are implementing tier 2 interventions and tracking student growth. • Decrease in the number of students being retained • Increased in the number of students ready for the next grade level
Key Action Steps	<ul style="list-style-type: none"> • Provide PD on Tiered Interventions • Work with principals and outside consultants to create a usable framework across grade levels
'21-22 Budgeted	To be determined (TBD)

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Chief Academic Office / State and Federal

Program Name: State and Federal

Submitted By: Claire Crapo

Connection to TP3.0 / District Priorities / Academic Priorities	Pillar 1: The District Supports a System of Excellent Schools 1.1 By 2021, SLPS will maintain full accreditation and 100% of schools will achieve provisional or full accreditation.
Description	The office of state and federal programs is committed to ensuring that all Title schools meet the requirements set forth by ESSA.
Strategy to accomplish your Target	The State and Federal Program Office will collaborate with the Office of Family and Community Engagement to ensure that key stakeholders and Title principals understand the expectations set forth in ESSA and understand their respective responsibilities because of being a Title I building. Through professional learning and checkpoints, State and Federal Programs will hold the responsible offices accountable for meeting state and federal guidelines.
Strategy Sponsor/Owner(s)	Claire Crapo ,Warice Davis, OFCS
Impact Group(s)	Principals, students, families
Key Performance Indicators	<ul style="list-style-type: none"> • All title buildings turn in materials on time for each tiered monitoring cycle • Increase in quality of documents turned in by Title buildings • Schools have updated websites that reflect Title I requirements
Key Action Steps	<ul style="list-style-type: none"> • Create calendar of check ins with OFCE and principals that outline both meetings and due dates • Lead professional learning for principals in Feb. 2021 and summer 2021 on the Title I expectations • Update and share templates/ documents with school leaders • Provide training for FCSs in Spring 2021 and Summer 2021
'21-22 Budgeted	To be determined (TBD)

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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.

Connection to TP3.0 / District Priorities / Academic Priorities	<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.
Description	<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

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	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

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	<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	To be determined (TBD)

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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.

Connection to TP3.0 / District Priorities / Academic Priorities	<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.
Description	<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.
Strategy to accomplish your Target”	<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

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	<ul style="list-style-type: none"> ○ Hire a Construction Manager ○ 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>

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	<ul style="list-style-type: none"> • Establish 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 • 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	To be determined (TBD)

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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

Connection to TP3.0 / District Priorities / Academic Priorities	<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.
Description	<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>
Strategy to accomplish your Target"	<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

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	<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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APPENDIX

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OPERATIONAL PLAN TRACKER

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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	

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	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

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	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:						

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	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	



TEMPLATE FOR DESIGNING KEY PERFORMANCE INDICATORS

ACADEMIC OFFICE
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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:

Name the Strategic Objective, (from the strategic plan) which is being assessed with this indicator.

KPI 1

KPI 2

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

Name the key audience for this indicator and clarify who will have access rights to it.

KPI 1

KPI 2

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

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Key Performance Questions (KPG)

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

KPI 1

KPI 2

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

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

KPI 1

KPI 2

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

Pick a short indicator name.

KPI 1

KPI 2

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

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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.

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Source of data

KPI 1

KPI 2

Describe where the data will come from.

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

Data collection frequency

KPI 1

KPI 2

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

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

Reporting Frequency

KPI 1

KPI 2

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

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.

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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.

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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

ACADEMIC OFFICE OPERATIONAL PLAN

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 <u>“Game Plan” / Transformation Plan 3.0:</u> <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 with the goals and objectives contained within the Transformation Plan 3.0 / District Priorities and Academic Office Priorities
PLANNED WORK		INTENDED RESULTS		

**ACADEMIC OFFICE
OPERATIONAL PLAN**

**Academic Office
Process Management Program**

**ACADEMIC OFFICE
OPERATIONAL PLAN**

ACADEMIC OFFICE



Process Management Program

PROCEDURES / WORK INSTRUCTIONS

**Dr. Paula D. Knight
Deputy Superintendent / Chief Academic Officer**

**Terrance P. Bullock, PMP®
Operations Coordinator**

February 2021

ACADEMIC OFFICE OPERATIONAL PLAN

DEFINITIONS			
PMS	Process Mgt. System	CAO	Chief Academic Officer
CUR	Curriculum	PD	Professional Development
LDV	Leadership Development	SPED	Special Education
P	Procedure	W	Work Instruction
<i>All Associated Documents listed in this document are available via SLPS Microsoft Teams / Academic Office Playbook / Process Management.</i>			

PROCESS MANAGEMENT PROCEDURES AND WORK INSTRUCTIONS		
PMS P001	Management Review	
PMS P002	Corrective Action Request	
PMS P003	Document Control	
PMS P004	Preventive Action	
PMS P005	Customer Satisfaction	
PMS P006	Quality Records	
PMS P007	Internal Quality Audit	
PMS P008	Control of Nonconforming Processes	
PMS P009	Continuous Improvement	
PMS W001	Revise / Add / Delete a Document	
PMS W002	Internal Audit	
PMS W003	Auditing Activity	

CHIEF ACADEMIC OFFICER PROCEDURES AND WORK INSTRUCTIONS		
CAO P001	Pilot Program Approval	
CAO P002	Knowledge of Transfer	
CAO P003	Plan / Dev. For Summer Learning	
CAO P004	Voucher Payment	
CAO P005	Mileage Reimbursement	
CAO P006	Athletics Game Officials Payment	
CAO P007	Athletics RFP	
CAO P008	Field Trip	
CAO W001	Preparing Vouchers	
CAO W002	Preparing Mileage	
CAO W003	Preparing Athletic Vouchers	
CAO W004	Professional Learning	
CAO W005	MOU Processing	

CURRICULUM PROCEDURES		
CUR P001	New Adoption of Instr. Materials	
CUR P002	Curriculum Development	
CUR P003	Review and Revision of Course Catalog	
CUR P004	New Course Addition	
CUR P005	Destiny System / Inventory	
CUR P006	Curriculum Committee	
CUR P007	Curriculum Workgroup	

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EARLY CHILDHOOD EDUCATION PROCEDURES		
ECE P001	ECE Marketing	
ECE P002	Withdrawal	
ECE P003	Registration for New Students	
ECE P004	Registration for Returning Students	

SPECIAL EDUCATION PROCEDURES		
SPED P001	IEP – Agency Referral	
SPED P002	IEP – Parent Referral	

LEADERSHIP PROCEDURES		
LDV P001	Principal Information / Meeting Request	Page 126

PROFESSIONAL DEVELOPMENT PROCEDURES AND WORK INSTRUCTIONS		
PDV P001	Contact Hours	
PDV W001	Calendaring Professional Development	
PDV W002	Professional Development and Calendar Report	

ACADEMIC OFFICE OPERATIONAL PLAN



Academic Office Process Management Program

The Curriculum Division started publishing their core processes through the 2008 Quality Assurance Systems (QAS) initiative. The purpose of the QAS initiative was to improve the quality of services provided to the District by central operations through a quality assurance system that will enhance the District's ability to consistently meet the requirements of the students, parents, community members (business community inclusive) and employees of the District.

Since 2008, The Academic Office continued to improve their Academic core processes and improve the quality of services provided to the District, students, parents, community members (business community inclusive) and employees of the District.

The Current Academic Office Process Management Program is our current tool for achieving continuous improvement by ensuring the processes in the Academic Office are described and interfaced as well as ensuring the efficiency and effectiveness of the services delivered to students, parents, community members (business community inclusive) and employees of the District.

- *All “Associated Documents” listed in this document are available via SLPS Microsoft Teams / Academic Office Playbook / Process Management.*

ACADEMIC OFFICE OPERATIONAL PLAN

Management Review Procedure (PMS-P001)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process by which the Members of the Management Review Team within the SLPS Academic Office will conduct Management Review Team Meetings.

2.0 RESPONSIBILITY:

- 2.1 Deputy Superintendent for Academics / CAO

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Management Representative

4.0 DEFINITIONS:

- 4.1 CAO – Chief Academic Officer
- 4.2 SLPS – Saint Louis Public Schools

5.0 PROCEDURE:

- 5.1 The Management Review Team holds management Reviews a minimum of once per month and more often as deemed necessary.
- 5.2 Management Reviews ensure the Quality Management System is continuing suitability, adequacy and effectiveness. The reviews include assessing opportunities for improvement and the need for changes to the Academic Office Process Management System including the Academic Office Mission, Vision, and Operating Principles.
- 5.3 The following departments, as a minimum, will provide staff to serve as members of the Management Review Team: Curriculum, Professional Development, Leadership Development, and the Special Education Office. To conduct a formal Management Review, the Process Management System Management Representative, Lead Auditor, and at least 75% of all Management Review Team members must be present.
- 5.4 The input to Management Reviews shall include information on:
 - a) Results of audits, which indicate process performance and conformity to requirements, conducted since the previous review.
 - b) Customer feedback because of customer complaints and/or customer surveys conducted, when required.
 - c) Status of Corrective Action Requests and Preventive Action Requests.
 - d) Follow-up actions from previous Management Reviews.
 - e) The Academic Office Vision, Mission, and Operating Principles.
 - f) Planned changes that could affect the Process Management System.
 - g) Recommendations for improvement.

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5.5 Review output: The output from the Management Review shall include any decisions and actions related to:

- a) Improvement of the effectiveness of the Process Management System and its processes.
- b) Improvement of the District processes as it is related to customer requirements.
- c) Any resource needs determined.

5.6 The Management Review Meeting Minutes will include the items discussed in the agenda, action items assigned, and any miscellaneous items discussed.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Management Review Agenda
- 6.2 Management Review Meeting Minutes
- 6.3 Management Review Team sign-in sheet

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Management Review Agenda, Sign-in Sheet and Meeting Minutes	Hard copy in binder in Project Management Office	3 years	Discard as desired	Locked Office

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/2/20	A	Initial Release

*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

Corrective Action Request Procedure (PMS-P002)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process for obtaining customer / owner feedback to help make process improvements.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Management Review Team
2.2 Management Representative

3.0 APPROVAL AUTHORITY:

- 3.1 Management Representative

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools
4.2 Requestor – any SLPS Customer / Owner submitting a Quality Improvement Request
4.3 Process Owner(s) – the individual(s) identified as being the owner(s) of the process
4.4 ALT – Academic Leadership Team
4.5 PMS – Process Management System
4.6 CAR – Corrective Action Request
4.7 MRT – Management Review Team

5.0 PROCEDURE:

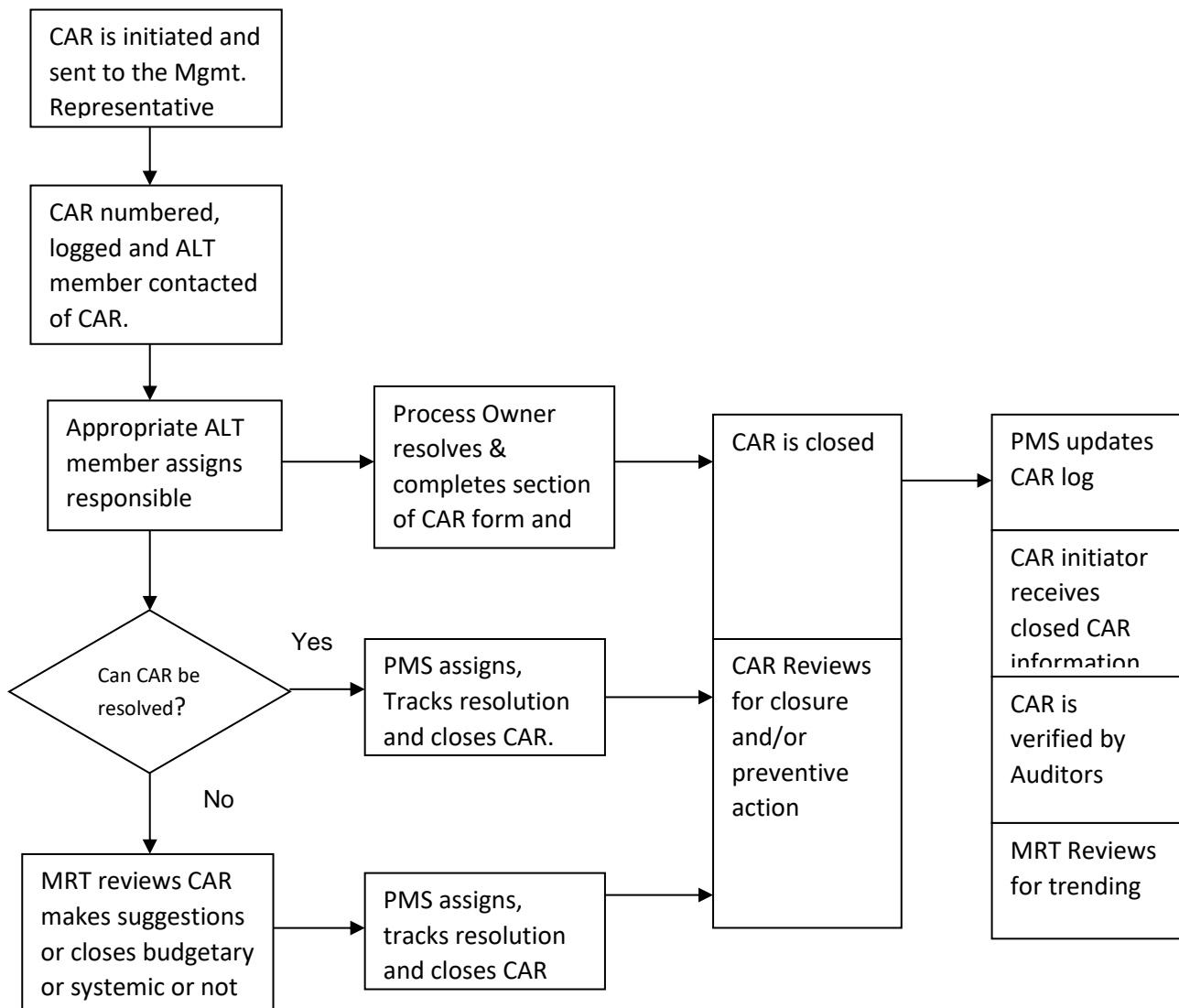
- 5.1 Any customer / owner of SLPS may identify problems. These problems may be the result of an ineffective service, discrepant material from a vendor of the school system, or any other type of concern. Concerns not appropriate to this process include personnel and contractual issues.
- a) The requestor(s) is/are encouraged to contact the appropriate department / school to resolve the concern or the requestor may file a Corrective Action Request by completing Section #1 of the form PMS-F001 and submitting it to the Management Representative.
- b) The requestor is to attach all supporting documentation, emails, lists, occurrences, etc. to the Corrective Action Request.
- 5.2 The Management Representative or designee will assign the form a control number and will enter the information into the Corrective Action Request Log.
- a) The Management Representative or designee will contact the appropriate Academic Leadership Team member to make them aware of the Corrective Action Request.
- 5.2.a.1 The Academic Leadership Team member will identify the appropriate Process Owner and will inform the Management Representative regarding assignment of that Corrective Action Request.

ACADEMIC OFFICE OPERATIONAL PLAN

- b) The Management Representative or designee will file a copy of the Corrective Action Request and forward the original to the office of the Process Owner.
 - c) The Management Representative will contact the requestor to inform them that the concern has been received and forwarded to the Process Owner to be addressed.
- 5.3 The Management Review Team will receive reports on all new Corrective Action Request(s) submitted to the Management Representative.
- 5.4 The Process Owner assigned to investigate the Corrective Action Request(s) will complete Section (2) of the form, identify the cause of the concern, and propose a Corrective Action Plan.
- 5.5 The Process Owner will obtain the appropriate signatures and forward the form to the Management Representative.
- 5.6 The Management Representative will receive the form from the Process Owner outlining the action plan for the improvement.
- a) The Management Review Team will receive updates on the results of the Corrective Action Request(s) at each Management Review Team meeting.
- 5.7 The Management Representative will verify that the improvement has been implemented and/or steps will be taken to ensure an acceptable outcome, including changes to document procedures, where appropriate. Section #2 of the Corrective Action Request will be completed.
- a) The Management Representative will follow up with the requestor to verify their satisfaction with how the Corrective Action Request was resolved.
 - b) If improvement to the process cannot be implemented, the Corrective Action Request is taken to the Management Review Team as part of a future agenda.
- 5.8 The Management Representative and/or support staff will date and close the original copy of the Corrective Action Request and ensure that it is properly filed. This information will be recorded in the Corrective Action Request Log.
- 5.9 The Management Review Team will review the Corrective Action Requests for trends. The Management Representative or designee will appoint a Management Review Team member to assign a work team for further preventive action, if necessary.
- 5.10 A flow chart detailing the steps of this process may be found in Exhibit A.

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Exhibit A



6.0 ASSOCIATED DOCUMENTS:

- 6.1 Corrective Action Request Form (PMS – F001)
- 6.2 Corrective Action Request Log (PMS – F006)

ACADEMIC OFFICE OPERATIONAL PLAN

Document Control Procedure (PMS-P003)

Academic Office

1.0 SCOPE:

- 1.1 This procedure outlines the process for adding, modifying, or deleting documents within or related to the PMS documentation system within the SLPS Academics Office.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Management Representative

3.0 APPROVAL AUTHORITY:

- 3.1 Management Representative

4.0 DEFINITIONS:

- 4.1 QAS – Quality Assurance System
4.2 SLPS – Saint Louis Public Schools

5.0 PROCEDURE:

- 5.1 Documentation used by the SLPS covered by this procedure includes documentation required by the ISO 9001:2000 Standard. This documentation includes:

- 5.1.1 The tier one Process Management Manual (PMS-M001);

- 5.1.2 Department handbooks/manuals as referenced in the departmental procedures prefixed by the department's three letter code and suffixed with "M" (for manual), followed by a three digit sequential numbering scheme;

- 5.1.3 Procedures, prefixed by the department's three letter code and suffixed with "P" (for procedure), followed by a three digit numbering scheme;

- 5.1.4 Work instructions, as required and referenced, prefixed by the department's three letter code and suffixed with "W" (for work instruction), followed by a three digit numbering scheme;

- 5.1.5 Forms, as referenced in manuals, procedures and/or work instructions prefixed by the department's three-letter code and suffixed with "F" (for form), and followed by a three digit-numbering scheme.

- 5.1.6 Lists, as referenced, prefixed by the department's three-letter code and suffixed with "L" (for list), followed by a three digit-numbering scheme.

- 5.1.7 Guidelines, as referenced, prefixed by the department's three-letter code and suffixed with "G" (for guidelines) followed by a three digit-numbering scheme

- 5.2 Documentation used in the continuous improvement system is approved prior to release according to the requirements of the document's approval authority, this Document Control Procedure, and/or the

ACADEMIC OFFICE OPERATIONAL PLAN

Document Control Form (PMS-F001).

5.3 Minimum approval requirements are as follows:

5.3.1 Tier one Continuous Systems Improvement Manual: Superintendent, Management Representative and Management Review Team;

5.3.2 Other department manuals: Department manager/supervisor;

5.3.3 Tier two procedures: Departmental manager/supervisor;

5.3.4 Tier three work instructions: Departmental manager/supervisor;

5.3.5 Tier four forms: Departmental manager/supervisor (as specified on the Document Control Form PMS-F001).

5.3.6 Tier five lists: Departmental manager/supervisor.

5.4 Revisions or deletions are approved by the same functions that originally approved the documents during the initial implementation prior to release of the change.

5.5 Documentation is reviewed at least annually to determine the need for revision. The Document Control Form (PMS-F001) is used to report these revisions. This review completion is reported in the management review meetings.

5.6 The most current documentation is made readily available to those performing the tasks defined. Availability is primarily through the Internet documentation site. Any hard copy document(s) is to be for reference only.

5.7 A master list of documents in the quality system is maintained and is readily accessible through the Internet.

5.8 Documentation is legible and readily identifiable to ensure proper use and deployment of the quality system.

5.9 Documentation that is controlled externally to the quality system, such as state standards, etc., is listed on an external documents list, and controlled in a way appropriate to the process requiring the document.

5.10 Any obsolete documents are removed either from the Internet site or from hard copy location to prevent unintended use. In the event obsolete documentation is retained, the electronic copies are filed in an electronic archive file and hard copies are filed with remaining department files in cabinet.

6.0 ASSOCIATED DOCUMENTS:

6.1 Document Control Form PMS-F001

ACADEMIC OFFICE OPERATIONAL PLAN

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Document Control Form (PMS – XXXX)	Hard Copy in Binder in Project Management Office	Minimum 3 years desired	Discard as desired	Locked office
Master Document List	Electronic on SLPS PMS web page	Ongoing maintenance of revisions	Archive	Electronic
External Documents List	Electronic on SLPS PMS web page	Ongoing maintenance of revisions	Archive	Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/02/20		Initial Release

*** End of procedure ***

ACADEMIC OFFICE OPERATIONAL PLAN

Preventive Action Procedure (PMS-P004)

Academic Office

1.0 SCOPE:

- 1.1 This procedure is applicable when data analyzed requires the need to initiate preventive action.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Management Representative
2.2 Management Review Team

3.0 APPROVAL AUTHORITY:

- 3.1 Management Representative

4.0 DEFINITIONS:

- 4.1 n/a

5.0 PROCEDURE:

- 5.1 The Academics Office will determine the action required eliminating the causes of potential problems (nonconformities) in order to prevent their occurrence
- a) Actions shall be appropriate to the effects of the potential problems.
- 5.2 Potential nonconformities and their causes are determined during the Management Review process during the analysis of data in reports identifying trends not acceptable to the district, or other forms of data.
- a) Any staff member can submit a Preventive Action Request Form (PMS-F002).
- 5.3 These reports are evaluated and action required to prevent the occurrence of nonconformities is determined.
- 5.4 The action required is then implemented and documented in the Management Review Meeting minutes and on the Preventive Action Log.
- 5.5 These records are maintained per the Record Retention Table below.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Preventive Action Log (PMS – F007)
6.2 Preventive Action Request Form (PMS – F002)

ACADEMIC OFFICE OPERATIONAL PLAN

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Preventive Action Log	Electronic	Permanent	Permanent	Electronic
Preventive Action Request Form	Electronic	Permanent	Permanent	Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/02/20		Initial Release

***** End of procedure *****

ACADEMIC OFFICE OPERATIONAL PLAN

Customer Satisfaction Procedure (PMS-P005)

Academic Office

1.0 SCOPE:

- 1.1 This procedure applies to the Academics Office to ensure customer satisfaction

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Management Representative
2.2 Management Review Team

3.0 APPROVAL AUTHORITY:

- 3.1 Management Representative

4.0 DEFINITIONS:

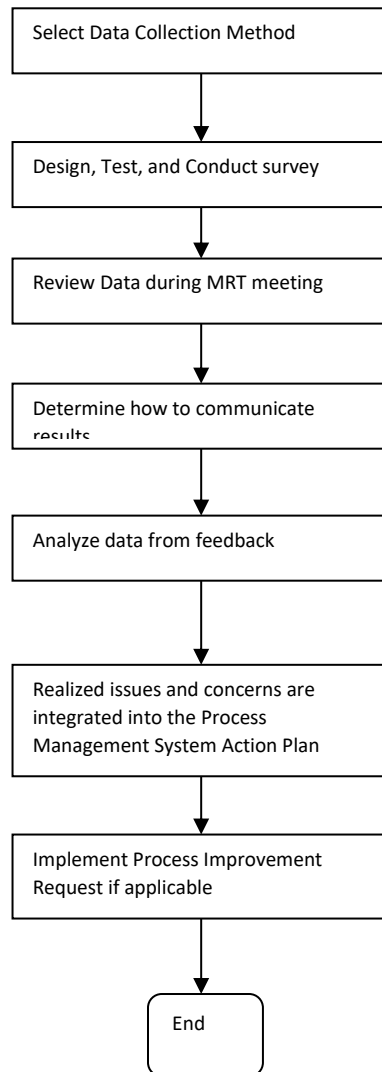
- 4.1 n/a

5.0 PROCEDURE:

- 5.1 The Academics Office solicits and conducts periodic surveys of the district and the community as one of the measurements of the performance of the Academics Office Process Management System.
- 5.2 Information relating to the customer(s) perception is monitored and reviewed during the Management Review Team Meetings. This process aids in determining whether customer requirements are being met.
- 5.3 Methods for obtaining and using this information includes, but is not limited to the following:
- a) Department Customer Surveys – This information is compiled and a report is prepared for the Management Review Team. The results and actions taken are documented in the Management Review Team Minutes.
 - b) Other Customer Surveys may be conducted using general questionnaires, feedback forms, etc. Data from surveys are gathered, reviewed and acted upon accordingly.
- 5.4 Issues and/or concerns are realized based on the feedback analysis.
- 5.5 Corrective and/or preventive action plans are implemented when applicable.
- 5.6 A flow chart detailing the steps of this process can be found in Exhibit A.

ACADEMIC OFFICE OPERATIONAL PLAN

Exhibit A



ACADEMIC OFFICE OPERATIONAL PLAN

9.0 ASSOCIATED DOCUMENTS:

- 9.1 Management Review Minutes
- 9.2 Customer Survey Reports

10.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Management Review Team Minutes	MRT Minutes Binder	5 years	Discard as desired	Standard file cabinet in secured office
Customer Surveys	Department Files	5 years	Discard as desired	Standard file cabinet in secured office
Customer Survey Report	PMO Files	5 years	Discard as desired	Standard file cabinet in secured office

11.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/02/20		Initial Release

*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

Quality Records Procedure (PMS-P006)

Academic Office

1.0 SCOPE:

- 1.1 This outlines the process for maintaining quality records related to the Process Management System.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Process Owners

3.0 APPROVAL AUTHORITY:

- 3.1 Management Representative

4.0 DEFINITIONS:

- 4.1 PMS – Process Management System
4.2 SLPS – Saint Louis Public Schools District

5.0 PROCEDURE:

- 5.1 Records maintained to provide evidence of the conformity, implementation, and effective operation of the process management system are defined in each procedure and/or work instruction
- a) The identification, retention, storage, and disposition of each record are defined in the record retention table of the document.
- 5.2 Records retained are required to be legible, readily identifiable, and appropriately retrievable.
- 5.3 The following controls are in place for quality records.
- a) Retrieval: This section is not listed in the quality records table. Retrieval for all records listed is through the process owner or associated business analyst.
- b) Identification: The title of the record is identified in each of the documents Records Table.
- c) Storage: The storage of the record is defined by whether the record is hard copy or electronic and where the record is stored. This requirement is listed in each document Record Table.
- d) Protection: Protection of documents is primarily through electronic back-up, fireproof locations, or where the loss of the record would not adversely affect the system. Hard copy records are always maintained in secured offices in standard file cabinets.
- e) Retention time: This requirement, listed on the record retention table of each document indicates the minimum time period the record is to be maintained. In addition, the retention may be in terms of quantity such as the last three revisions of the document.

ACADEMIC OFFICE OPERATIONAL PLAN

- f) Disposition: The disposition of each quality record is listed in the Records Table. The disposition may include archiving the record if electronic, shredding the record, deleting the record, discarding the record or by any other means that is the discretion of the process owner or business analyst. This is indicated as "Discard as Desired" on the records retention table of the document. In the case of SLPS, "discard as desired" is achieved thru shredding.

- 5.4 It is the responsibility of the Management Representative and/or process owner to maintain the quality records table found in each procedure and/or work instruction.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 All procedures and work instructions that include the record retention table

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
N/a	N/a	N/a	N/a	N/a

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/02/20		Initial Release

*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

PMS Internal Quality Audit Procedure (PMS-P007)

Academic Office

1.0 SCOPE:

- 1.1 This procedure applies to all personnel directing and administering internal management system audits in the SLPS Academics Office.

2.0 RESPONSIBILITY:

- 2.1 Deputy Superintendent for Academics / CAO

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Management Representative

4.0 DEFINITIONS:

- 4.1 PMS – Process Management System Program
- 4.2 SLPS – Saint Louis Public Schools
- 4.3 MRT – Management Review Team
- 4.4 CAR – Corrective Action Request

5.0 PROCEDURE:

- 5.1 St Louis Public Schools conducts internal quality audits according to a schedule developed and maintained by the Lead Auditor and Management Representative. This Audit Schedule is modified, as needed, taking into consideration the status and importance of areas to be audited. All areas of the PMS - ISO certification scope will be audited annually.
 - a) Internal audits may be required, in addition to the above requirements, by the Management Review Team.
- 5.2 Internal quality audits are conducted to determine if the process management system at SLPS Academics Office conforms to the requirements of ISO 9001:2000 as well as documented procedures and is effectively implemented and maintained.
 - a) The Management Representative and Lead Auditor will outline the audit scope, objectives, the audit performance, and reporting methods.
- 5.3 Internal consultants plan the audits by preparing an Audit Checklist prior to the start of the audit. This involves the review of previous audit results, PIRs opened and/or closed (see PIR Log) in the department being audited; any non-conformance statements associated documents and processes in order to ensure an effective and efficient audit process.
 - a) Internal consultants may re-verify non-conformance CAR's as a means of demonstrating conformity of the PMS.

ACADEMIC OFFICE OPERATIONAL PLAN

- b) Internal consultants send the department selected to be audited an Audit Notification (PMS-F013).
- 5.4 The consultants selected to perform internal quality audits are objective and impartial of the process to be audited. No consultant will be permitted to audit his or her own work.
- 5.5 Internal consultants at the conclusion of the internal audit prepare an Audit Reports PMS-F011). In the event that the internal audit uncovered nonconformities in the continuous systems improvement program, the Internal Consultant shall complete a PIR and submit all documentation to the Lead Auditor and/or Management Representative.
 - a) The Management Representative will update the Tentative Audit Schedule (PMS-F015), apply any necessary control numbers to process correction requests, make appropriate copies, and forward the Internal Audit Correction Form to the responsible manager.
- 5.6 The responsible manager of the area audited shall take corrective action and/or eliminate the cause of the non-conformity without delay and in the time frame specified by the form, and return the form to the Management Representative.
 - a) If the manager cannot respond by the requested time on the document, the manager must notify the Management Representative for an extension
- 5.7 The Management Representative will review the corrective action, request any modifications if needed, and file
- 5.8 When the implementation date of the Corrective Action Request has been reached, the Management Representative will assign the follow-up activity to an Internal Consultant who will record the verification activity performed and results. The form is then returned to the Management Representative and/or Lead Auditor who takes any appropriate action resulting from the follow-up audit.
- 5.9 The Lead Auditor and management representative prepare an Audit Summary Report as early as possible, but not later than two (2) weeks after completion of the audit. The report is based on non-conformances, observations and findings of the internal consultants.
 - a) Lead Auditor communicates the results of the audit report to the MRT and to the departments audited.
- 5.10 The Management Representative shall maintain records of audits (Audit Schedule, Audit Notification, Audit Checklist, Internal Audit Report, and Summary Report) for a minimum period of five (5) years in the Quality Audit files

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Internal Audit Schedule (PMS – F015)
- 6.2 Audit Notification (PMS – F013)
- 6.3 Corrective Action Request PMS – F001)
- 6.4 Internal Audit Checklists (PMS – F010)
- 6.5 Internal Audit Report (PMS – F011)
- 6.6 Internal Audit Summary Report (PMS – F016)
- 6.7 Corrective Action Request Log (PMS – F006)

ACADEMIC OFFICE OPERATIONAL PLAN

6.8 Auditing Activity, before, During, and PMS Audit – PMS – W003)

6.9 ISO 9001:2000 Standard

6.10 Internal Audit Correction

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Audit Schedule	Hard copy in Binder / Academics Operations Coordinator	5 years	Discard as desired	Locked Office
Audit Notification Form	Hard copy in Binder / Academics Operations Coordinator Office	5 years	Discard as desired	Locked Office
Internal Audit Checklist	Hard copy in Binder / Academics Operations Coordinator Office	5 years	Discard as desired	Locked Office
CAR From	Hard copy in Binder / Academics Operations Coordinator	5 years	Discard as desired	Locked Office
Internal Audit Report	Hard copy in Binder / Academics Operations Coordinator	5 years	Discard as desired	Locked Office
Internal summary Report	Hard copy in Binder / Academics Operations Coordinator – by Month	5 years	Discard as desired	Locked Office
CAR Log	Electronic	Permanent	Electronic	Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/02/20		Initial Release

* * * E n d o f p r o c e d u r e * * *

ACADEMIC OFFICE OPERATIONAL PLAN

Control of Non-Conforming Processes, Services or Products Procedure (PMS-P008)

Academic Office

1.0 SCOPE:

- 1.1 This procedure applies to any process, services or product, which are identified as Non-conforming, within the scope of the district's ISO certification at the SLPS Academics Office

2.0 RESPONSIBILITY:

- 2.1 Department Managers
- 2.2 Management Representative

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Management Representative

4.0 DEFINITIONS:

- 4.1 PMS – Process Management System Program
- 4.2 External Audits – Audits conducted by an accredited registrar to verify the Academics Office PMS Program conforms to the requirements of ISO 9001:2000 as well as meets customer requirements and continuously improves.
- 4.3 Internal Quality Audits – Audits conducted to determine if the PMS program of the SLPS Academics Office conforms to the requirements of ISO 9001:2000 as well as documented procedures and is effectively and efficiently implemented and maintained.

5.0 PROCEDURE:

- 5.1 Processes, services and/or products within the district that are considered to be nonconforming may be identified in any of the following ways:
 - a) Incoming product from suppliers: Product received from suppliers, which are found to be nonconforming, are identified, reported and returned to the supplier. Recurring problems with discrepant materials from a vendor should be reported to the Purchasing Department.
 - b) Services provided by external sources: If a service provided from an external source does not comply with the requirements of the purchase order and/or contract, then the Quality Assurance Improvement Request Form is completed and submitted.
 - c) Processes within the district producing negative results: Any process in the district, which does not produce an acceptable result, may be reported by any employee through the initiation of the Process Improvement Request Form per PMS-F001.

ACADEMIC OFFICE OPERATIONAL PLAN

- d) Internal Quality Audits: During the process of conducting internal quality audits, processes may be identified as being nonconforming. These are documented on the Internal Audit Checklist, Internal Audit Report Form, and a Process Improvement Request Form
- e) External Audits: Any nonconformance's noted during external audits are corrected through the Process Improvement Request Procedure (PMS-P002).

5.2 Once identified, prior to, after delivery or use has started, the nonconformance shall be addressed and the SLPS Academics Office shall:

- a) Take appropriate action to eliminate the nonconformity;
- b) Authorize its use, release, or acceptance (with proper authority); and/or
- c) Take action to preclude its original intended use or application.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Corrective Action Request Form (PMS – F001)
- 6.2 Internal Audit Checklist (PMS - F010)
- 6.3 Internal Audit Report (PMS – F011)
- 6.4 Corrective Action Request Procedure (PMS – P002)
- 6.5 Internal Quality Audit Procedure (PMS – P007)

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Corrective Action Request Forms	Hard copy in Binder	3 years	Discard as desired	Locked Office

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/02/20		Initial Release

* * * E n d o f p r o c e d u r e * * *

ACADEMIC OFFICE OPERATIONAL PLAN

Continuous Improvement Procedure (PMS-P009)

Academic Office

1.0 SCOPE:

- 1.1 This procedure communicates the process that engages the SLPS Academics Office stakeholders in the identification, design, development, and implementation of strategic and operational initiatives necessary to achieve the mission within the SLPS Academics Office.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Deputy Superintendent for Academics / CAO
- 2.2 Management Representative
- 2.3 Academic Leadership Team

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO
- 3.2 Management Representative

4.0 DEFINITIONS:

- 4.1 Approval - Refers to the formal acceptance of a policy, procedures, practice, program, etc. Status, contract, or other reasons sometimes require approval
- 4.2 PMS – Process Management System Program
- 4.3 ALT– Academic Leadership Team.
- 4.4 MRT – Management Review Team
- 4.5 Quality Action Plan – A focused plan developed by the MRT on those aspects of the PMS that need special attention
- 4.6 Stakeholders -- students, parents, staff, community
- 4.7 SLPS – Saint Louis Public Schools

5.0 PROCEDURE:

- 5.1 The Academic Office will continually improve the effectiveness of the Process Management System Program with the quality policy, district objectives, audit results; analysis of data, corrective and preventive actions, and root cause analysis, the Quality Action Plan, The Transformation Plan, and management review.

ACADEMIC OFFICE OPERATIONAL PLAN

- 5.2 Academic Leadership Team meets monthly (scheduled Leadership Team meeting) to consider opportunities for improvement.
- 5.3 Authority is delegated so that people are empowered and accept responsibility to identify opportunities where the Academics Office can improve its performance.
- 5.4 MRT reviews the Corrective Action Request (PMS-P002 Corrective Action Request Procedure) reports and allocates resources needed to implement preventive action, if applicable (see Management Responsibility, Section 5, in the PMS Manual PMS-M001).
- 5.5 Customer feedback as a result of customer complaints and/or customer surveys conducted, when required.
- 5.6 MRT evaluates the data from the Corrective Action Log for concerns, patterns, trends, and non-conformances.
- 5.7 The SLPS PMS Quality Action Plan is enhanced and reviewed, as applicable, by MRT after reviewing, monitoring reports Process Improvement Request and Internal Audits), feedback and information from surveys.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Management Review Procedures (PAS – P001)
- 6.2 PMS Internal Audit Summary Reports
- 6.3 PMS Quality Action Plan (PMS - M002)
- 6.4 Transformation Plan

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Corrective Action Log	Hard copy in binder	Permanent	Permanent	Electronic
SC meeting Minutes	Hard copy in binder	Permanent	Permanent	Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/2/20		Initial Release

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ACADEMIC OFFICE OPERATIONAL PLAN

Revising, Adding, or deleting a Document Work Instruction (PMS – W001) Academic Office

1.0 SCOPE:

- 1.1 This work instruction outlines the process for revising, adding, or deleting a document in the Process Management System within the SLPS Academics Office.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Management Representative

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO
3.2 Management Representative

4.0 DEFINITIONS:

- 4.1 PMS – Program Management System Program

5.0 PROCEDURE:

- 5.1 **Adding:** To add a new document to the Process Management System Program, the Process Owner either independently or with the help of the Management Representative creates the new document in the hard copy of electronic form.
- a) The Process Owner indicates on the Document Control Form that this the addition of a new document n and completes Section 2 of the form.
 - b) The Process Owner forwards the completed form, along with a hard copy of electronic copy of the new document, to the Management Representative for approval.
 - c) The Management Representative forwards the approved form and document to Institutional Advancement for posting to the PMS Webpage.
 - d) The Management Representative signs, dates, and file the Document Control Form, and notifies the Process Owner of the posting.
 - e) Any issues concerning the new document are resolved between the Process Owner and the Management Representative.
- 5.2 **Revising:** To revise a document already in the system, the Process Owner indicates on the Document Control Form that a revision is needed and completes Section 1 of the form.
- a) The Process Owner forwards the completed form, along with a hard copy of electronic copy of the revised document to the Management Representative.

ACADEMIC OFFICE OPERATIONAL PLAN

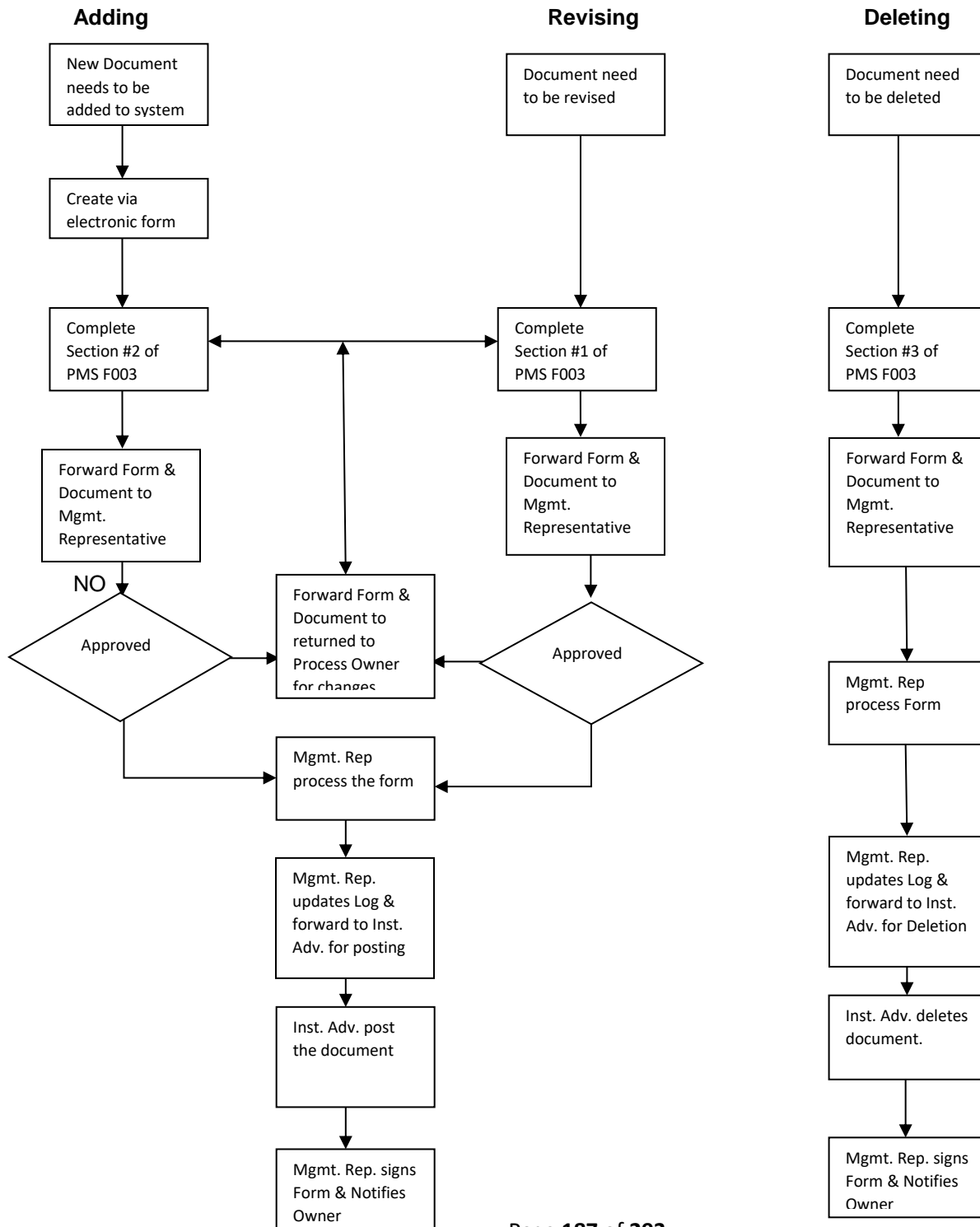
- b) The Management Representative handles the document in the same way as described in steps 5.1c through 5.1e.

5.3 **Deleting:** To delete a document in the system, the Process Owner indicates on the Document Control Form that a deletion is needed and completes Section 3 of the form.

- a) The Process Owner forwards the completed form, along with a hard copy or electronic copy of the document to be deleted, to the Management Representative.
- b) The Management Representative reviews the document and form to ensure approval for the deletion.
- c) The Management Representative updates the Document Control Log and forwards the electronic copy to the Institutional Advancement Department.
- d) Institutional Advancement uses the electronic copy as a reference for deleting posted document from the PMS Webpage.
- e) The Management Representative signs, dates, and files the Document Control Form.

ACADEMIC OFFICE OPERATIONAL PLAN

Exhibit A



ACADEMIC OFFICE OPERATIONAL PLAN

6.0 ASSOCIATED DOCUMENTS:

6.1 Document Control Form PMS-F003

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Document Control Form PMS-F003	Hard copy in Binder	3 years	Discard as desired	Locked Office

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/02/20		Initial Release

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ACADEMIC OFFICE OPERATIONAL PLAN

Internal PMS Audit Work Instruction (PMS – W002) Academic Office

1.0 SCOPE:

- 1.1 This work instruction outlines the process for administering internal management system audits within the SLPS Academic Office.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Deputy Superintendent for Academics / CAO

3.0 APPROVAL AUTHORITY:

- 3.1 Management Representative

4.0 DEFINITIONS:

- 4.1 N/C – Non conformance
4.2 PMS – Program Management System Program
4.3 CAR – Corrective Action Request

5.0 PROCEDURE:

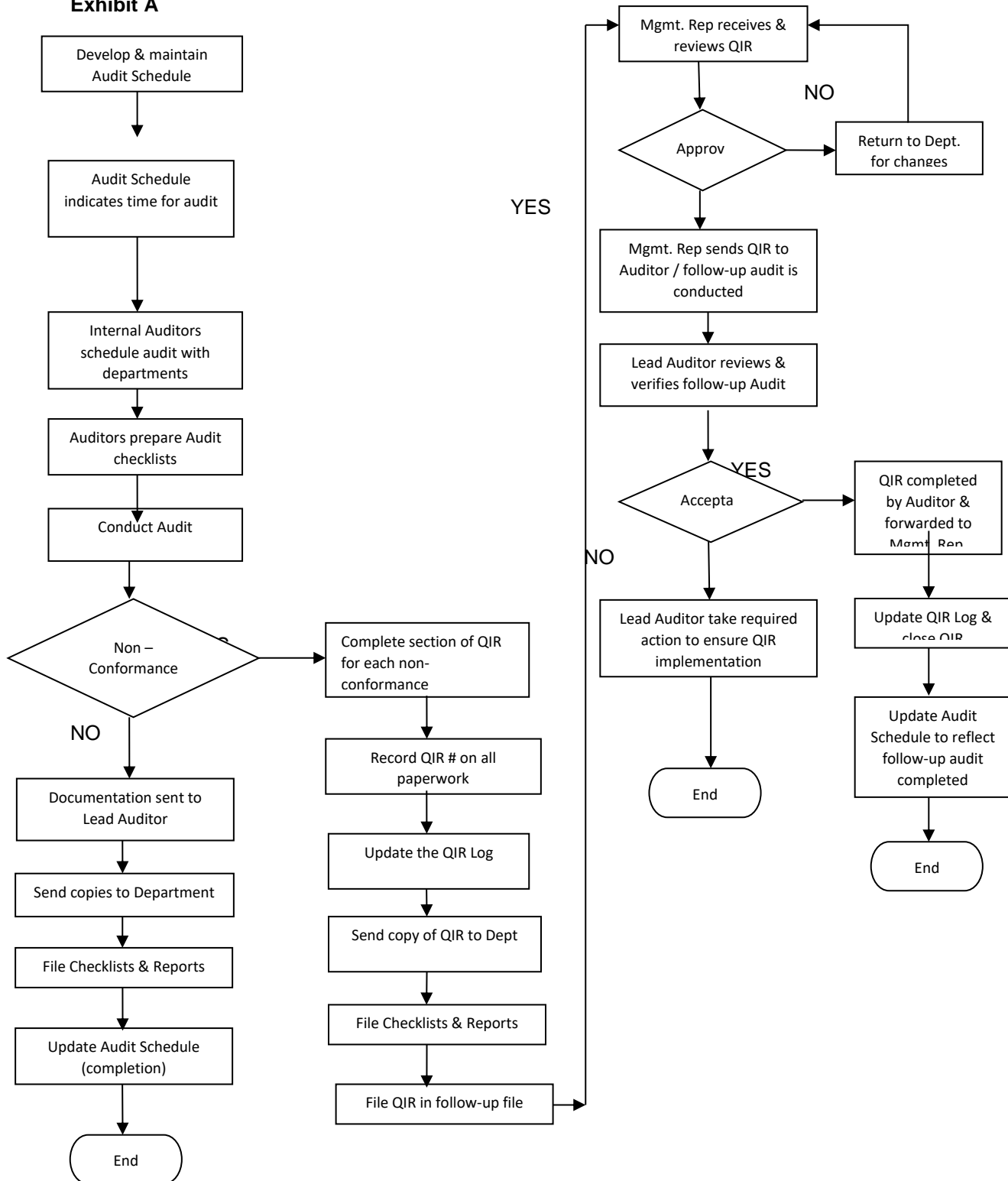
- 5.1 The Academic Office conducts internal quality audits according to a schedule developed and maintained by the Lear Auditor and Management Representative. This Audit Schedule is modified, as needed, taking into consideration the status and importance of areas to be audited. All areas of the PMS – ISO certification scope will be audited annually.
- a) Internal audits may be required, in addition to the above requirements, by the Management Review Team.
- 5.2 Internal quality audits are conducted to determine if the Process Management System conforms to the requirements of ISO 9001: 2000 as well as documented procedures and is effectively implemented and maintained.
- a) The Management Representative and Lead Auditor will outline the audit scope and objectives and the audit performance and reporting methods.
- 5.3 Internal consultants plan the audits by preparing an Audit Checklist prior to the start of the audit, this involves the review of previous audit results, CAR's opened and / or closed (see CAR Logs) in the department being audited, any no –conformance statements associated documents and processes in order to ensure an effective and efficient audit process.
- a) Internal consultants may re-verify non-conformance CAR's as a means of demonstrating conformity of the PMS.

ACADEMIC OFFICE OPERATIONAL PLAN

- b) Internal consultants selected to be audited an Audit Notification (PMS – F013).
- 5.4 The consultants selected to perform internal quality audits are objective and impartial of the process to the audited. No consultant will be permitted to audit his or her own work.
- 5.5 Internal Consultants at the conclusion of the internal audit prepare an Audit Report (PMS-F011). In the event that the internal audit uncovered nonconformities in the Process Management System Program, the Internal Consultant shall complete a CAR and submit all documentation to the Management Representative.
 - a) The Management Representative will update the Tentative Audit Schedule (PMS F015), apply any necessary control numbers to process correction requests, make appropriate copies, and forward the Corrective Action Request Form to the responsible manager.
- 5.6 The responsible manager of the area audited shall correct and / or eliminate the cause of the non-conformity without delay, and return the form to the management Representative.

ACADEMIC OFFICE OPERATIONAL PLAN

Exhibit A



ACADEMIC OFFICE OPERATIONAL PLAN

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Management Review Agenda
- 6.2 Management Review Meeting Minutes

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Management Review Agenda, Sign-in Sheet and Meeting Minutes	Hard copy in Binder in Project Management Office	3 years	Discard as desired	Locked Office

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
01/28/08	A	Initial Release

***** End of procedure *****

ACADEMIC OFFICE OPERATIONAL PLAN

Auditing Activity Before, During and After PMS Audit Work Instruction (PMS – W003) Academic Office

1.0 SCOPE:

- 1.1 This work instruction outlines the process for conducting an Auditing Activity within the SLPS Academics Office.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Management Representative

- 2.2 Lead Auditor

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 PMS – Program Management System Program

- 4.2 Chief Academic Officer

5.0 PROCEDURE:

Preparing for the audit

- 5.1 Consultants are recommended to audit as a team whenever possible
- 5.2 Consultant teammates are to meet and review the Internal Audit Checklist for the department being audited to prepare additional questions for the internal audit.
- 5.3 The following paperwork will need to be obtained:
- a) Process Management System Manual with attachments.
 - b) Internal Process Audit Procedure.
 - c) Procedure to be audited.
 - d) Audit Notification Form.
 - e) Internal audit Planning Document.
 - f) Previous audit questions and answers
 - g) Copies of any corrective actions presented to the department being audited

ACADEMIC OFFICE OPERATIONAL PLAN

- h) Internal audit report from previous audit, if any.

During the audit

- 5.4 If no corrective actions are open/closed to the department being audited, the consultant will check for any concerns mentioned in the previous audit.
- 5.5 Consultants will ask if the concerns have been taken care of in the previous audit and will be reviewed. Consultants are to refer to the forms listed under the Associated Documents and Records retention Table in the body of the procedure being audited for other documents that will need to be reviewed.
- 5.6 Consultants refer to the last audit's questions and answers for any concerns that need to be followed up on.
- 5.7 Consultants will remind the department to fill out a customer survey for input on how the audit went. This will help with the continuous improvement for auditing.

After the audit

- 5.8 Schedule time to fill out paperwork with consultant teammate(s) immediately following the audit.
- a) Both consultant's must fill out and sign the Internal Audit Report prior to submitting to the Lead Auditor
- b) Paperwork needed.
- 5.8.b.1 Internal Audit Report Form
- 5.8.b.2 Corrective Action Request Form, if applicable.
- 5.9 The Internal Audit Report with all supporting documentation (samples, notes, planning documentation) is to be turned into the Management Representative.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Process Management Systems Manual (PMS – M001)
- 6.2 Internal Process Audit Procedure (PMS – P007)
- 6.3 Internal Audit Checklist (PMS – F010)
- 6.4 Internal Audit Report (PMS – F011)
- 6.5 Internal Audit Planning Form (PMS – F012)
- 6.6 Audit Notification Form (PMS – 013)
- 6.7 Internal Audit Work Instruction (PMS – W002)
- 6.8 Corrective Action Request Form (PMS – F001)

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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ACADEMIC OFFICE OPERATIONAL PLAN

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/2/20		Initial Release
*** End of procedure ***		

ACADEMIC OFFICE OPERATIONAL PLAN

PILOT PROGRAMS APPROVAL PROCEDURE (CAO P001)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process for seeking approval implementing Pilot Programs in individual Classrooms, Specific Schools, and throughout SLPS

2.0 RESPONSIBILITY:

- 2.1 Principals
- 2.2 Curriculum Supervisors
- 2.3 Deputy Superintendent for Academics

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3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools

- 4.2 **PILOT** – A pilot program is an experimental trial of an educational innovation. The pilot process will investigate, inform, and evaluate the potential for future district implementation.

4.3 PROCEDURE:

- a) Idea created at the local level initiated by students, teachers, parents and/or community group. Initial plan presented to the school principal. The principal determines the “scope or scale” of the proposed innovation.
- b) The Proposal for a Pilot Program is initiated at the School Level
- c) The proposal to the principal needs to include:
- d) Demonstrated Interest or Need:
4.3.d.1 How will this innovation promote student learning and the district’s vision, mission, goals and core curriculum?
- e) Brief description of how this pilot/project will meet the current needs not being met by other courses/programs (needs assessment)
4.3.e.1 Statement on impact (How will this innovation impact SLPS in both the short and long-term? Take into consideration staffing, training needs, facilities, costs, equipment/materials and/or impact on other programs and/or schools)
- f) Approximate cost (include funding source if available)
- g) Evaluation Plan (How will the success of the program be measured?)
- h) Timeline for pilot/project.
- i) Evidence of successful programs elsewhere OR research supporting the proposal if no such program is available elsewhere as a model. And
4.3.i.1 Communication plan appropriate to scale of the pilot.

ACADEMIC OFFICE OPERATIONAL PLAN

4.4 Approval Process Flow

- 4.4.a.1 Principal submits Pilot Proposal to Curriculum Supervisor for approval
 - 4.4.a.1.1 If not approved the proposal is sent back to the Principal
- 4.4.a.2 Curriculum Supervisor submits proposal to the Deputy Superintendent
 - 4.4.a.2.1 If not approved the proposal is sent back to the Curriculum Supervisor
- 4.4.a.3 Deputy Superintendent informs the Curriculum supervisor and Principal that the Pilot Program Proposal is approved

5.0 ASSOCIATED DOCUMENTS:

5.2 Pilot Approval Form

6.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Pilot Approval Form	Shared Drive	5 Years	Delete after 5 years	Password Needed

7.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
10/01/19	A	Initial Release

***** End of procedure *****

ACADEMIC OFFICE OPERATIONAL PLAN

TRANSFER OF KNOWLEDGE PROCESS PROCEDURE (CAO – P002)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process for the transfer of Knowledge from an Exiting Academic Office Staff Member to an Onboarding Academic Office Staff Member within Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Exiting Academic Office Staff Member
2.2 Onboarding Academic Office Staff Member
2.3 Operations Coordinator for the Academic Office

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools

5.0 PROCEDURE:

- 5.1 Academic Office Staff Member informs the Deputy Superintendent for Academics / CAO of his / her decision to transfer out of the Office or leave the District.
- 5.2 The Exiting Staff Member, Supervisor, and Operations Coordinator for the Academic Office collaborate to schedule a date to jointly collect the Data identified within the Academic Office Transfer of Knowledge Template.
- 5.3 The Exiting Staff Member, Completes the Transfer of Knowledge Template, and share all relevant information with Supervisor, Onboarding Academic Office Staff Member and Operations Coordinator for the Academic Office.
- 5.4 Copies of the completed form are kept on file with the Supervisor and Operations Coordinator for the Academic Office

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Academic Office Knowledge of Transfer Template

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Transfer of Knowledge Form	Electronic	5 years	Discard	Password Protected Folder

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8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
11/3/19	A	Initial Release

* * * E n d o f p r o c e d u r e * * *

ACADEMIC OFFICE OPERATIONAL PLAN

PLANNING FOR SUMMER LEARNING PROGRAM PROCEDURE

(CAO – P003)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for the planning and implementation of Summer Learning Program for Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Teachers
- 2.2 Principals
- 2.3 Site Leaders
- 2.4 School Leaders
- 2.5 Summer Liaisons
- 2.6 Curriculum Supervisors
- 2.7 Director for Curriculum
- 2.8 Director For Professional Development
- 2.9 Academics
- 2.10 Accountability
- 2.11 Assessment
- 2.12 Purchasing
- 2.13 Operations
- 2.14 Student Accounting Office
- 2.15 Human Resources
- 2.16 Data Processing Specialists
- 2.17 Director for Communication
- 2.18 Director For English Language Learners
- 2.19 Director for Facilities
- 2.20 Director For Food Services
- 2.21 Director For Transportation
- 2.22 Network Superintendents

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

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2.23 Superintendent

3.0 APPROVAL AUTHORITY:

3.1 Deputy Superintendent for Academics

4.0 DEFINITIONS:

4.1 SLPS – Saint Louis Public Schools

4.2 ELL – English Language Learners

4.3 Dir. For Communication – Director For Communication

4.4 Dir. For Curriculum – Director for Curriculum

4.5 Dir. For Facilities – Director For Facilitators

4.6 Dir. For Food Services – Director For Food Services

4.7 Dir. For PD. – Director For Professional Development

4.8 Dir. For Transportation – Director For Transportation

4.9 Dir. For English Language Learners – Director For English Language Learners

5.0 PROCEDURE:

5.1 **First communication (failure notices) sent home to families** (Dir. for Curriculum / School Leaders) ***October / November***

- a) Update/draft failure notice (Dir. For Curriculum)
- b) Notice shared with schools with directions (Dir. For Curriculum)
- c) schools send out notice (School Leaders)

5.2 **Determine location sites** (Academics / Operations) ***November / January***

- a) Evaluate prior year's site selections (Dir. For Curriculum)
- b) Solicit feedback from facilities, transportation, food service (Dir. For Curriculum, Dir. For Facilities, Transportation Dir, and Food Services Director.)
- c) Develop summer learning location memo (Dir. For Curriculum)
- d) Present completed location recommendations to Deputy Superintendent for Academics for approval (Dir. For Curriculum)

5.3 **Determine dates for summer learning** (Superintendent / Deputy Superintendent for Academics) ***November / December***

- a) Determine summer school dates (Superintendent / Deputy Superintendent for Academics)
- b) Determine PD dates for staff (Deputy Superintendent for Academics)

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- c) Finalize summer learning process calendar for the year (Deputy Superintendent for Academics / Director for PD.)

5.4 Determine length/hours of program (Curriculum Supervisors) **November / December**

- a) Evaluate prior year's daily schedules (Curriculum Specialists)
- b) Develop school schedules (Dir. For Curriculum / Curriculum Specialists)
- c) Present completed schedules to Deputy Superintendent for Academics for approval (Dir. For Curriculum)

5.5 Online application (staff) updated (Dir. For Curriculum) **November / January**

- a) Update/draft prior year document(s) (Dir. For Curriculum)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- c) Share documents with HR for applitrack (HR)
- d) Institutional Advancement for sharing through newsletter (Dr. For Communication)
- e) HR Posts application on Applitrack/Website (HR)

5.6 Determine and Release any applicable RFPS (Academics / Purchasing) **December / January**

- a) Review 2018 summer learning RFPs (Dir. For Curriculum)
- b) Draft or update 2019 RFPs (Dir. For Curriculum / Curriculum Specialists)
- c) Present to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Curriculum Specialists)
- d) Post to website/share with vendors (Purchasing)

5.7 Finalize Summer Learning Budget Office (Dir. For Curriculum) **December / January**

- a) Review 2018 summer learning Budget Office (Dir. For Curriculum / Curriculum Specialists)
- b) Meeting with finance/academics (Dir. For Curriculum / Curriculum Specialists)
- c) Present documents to Deputy Superintendent for Academics for approval
- d) Post documents to summer learning OneDrive folder (Dir. For Curriculum)

5.8 Determine instructional materials and supplies (Curriculum Supervisors) **December / January**

- a) Review 2018 summer learning materials/supplies list (Curriculum Supervisors)
- b) Curriculum/academics office review of recommendations (Dir. For Curriculum / Deputy Superintendent for Academics)
- c) Summer Liaison school leader review (Summer Liaisons / School Leaders)

5.9 Create resolution for summer learning approval to Board (Dir. For Curriculum) **December / January**

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- a) Update prior year document(s) (Dir. For Curriculum)
- b) Present Budget Office / support documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- c) Submit board resolution documents (Deputy Superintendent for Academics)

5.10 Update summer learning recommendation letters (Dir. For Curriculum) ***December / January***

- a) Update/draft prior year document(s) (Dir. For Curriculum)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- c) Send letters to ESOL for translation (Dir. For ELL)
- d) Post documents to OneDrive summer school folder (Dir. For Curriculum)
- e) Send letters to Ricoh/delivery to schools (Dir. For Curriculum)

5.11 One pager Summer Learning invitation sent home with families (Dir. For Curriculum) ***December / January***

- a) Develop Summer Learning Invitation (Dir. For Curriculum)
- b) Present/Approve Summer Learning Invitation (Dir. For Curriculum / Deputy Superintendent for Academics)
- c) Mail out Summer Learning Invitation (Dir. For Curriculum)

5.12 Creation of programmatic overview and goals (Dir. For Curriculum / Deputy Superintendent for Academics) ***December / May***

- a) Update prior year document(s)
- b) Present documents to Deputy Superintendent for Academics for approval
- c) Post documents to summer learning OneDrive folder

5.13 Revise transition program letter (Dir. For Curriculum) ***December / February***

- a) Update/draft prior year document(s) (Dir. For Curriculum)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- c) Send application to Dir. For ELL for translation (Dir. For Curriculum)
- d) Post documents to OneDrive summer school folder (Dir. For Curriculum)
- e) Send transition program letter to Ricoh/delivery to schools (Dir. For Curriculum)

5.14 Revise brochure (Dir. For Curriculum)

- a) Update/draft prior year document(s) (Dir. For Curriculum)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)

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- c) Send brochure to Dir. For ELL for translation (Dir. For Curriculum)
- d) Post documents to OneDrive summer school folder (Dir. For Curriculum)
- e) Place brochure on website (Dir. For Curriculum) **December / May**
- f) Send brochure to Ricoh/delivery to schools (Dir. For Curriculum)

5.15 Revise student application (Dir. For Curriculum) December / May

- a) Update/draft prior year document(s) (Dir. For Curriculum)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- c) Send application to Dir, For ELL. For translation (Dir. For Curriculum)
- d) Post documents to OneDrive summer school folder (Dir. For Curriculum)
- e) Link application on website (HR)
- f) Send student applications to Ricoh/delivery to schools (Dir. For Curriculum)

5.16 Marketing to families regarding summer learning dates and sites (Academics / Institutional Advancement) December / May

- a) Email relevant persons in academics/institutional advancement to set meeting for review of marketing (Dir. For Curriculum)
- b) Review marketing materials from 2019 summer learning (Dir For Communication / Curriculum Supervisors)
- c) Meet with institutional advancement about marketing materials, creation of marketing plan (Dir. For Communication / Dir. For Curriculum)

5.17 Discussion RE: MOCAP impact on Summer Learning (Student Support / Academics) January

- a) Schedule check in with student support (Deputy Superintendent for Student Support / Dir. For Curriculum)
- b) Create policy/guidance documents with student support (Deputy Superintendent for Student Support / Dir. For Curriculum)
- c) Present documents to Deputy Superintendent for Academics for approval (Deputy Superintendent for Student Support / Dir. For Curriculum)
- d) Post documents to summer learning OneDrive folder (Dir. For Curriculum)

5.18 Revise post-card to share with families (Dir. For Curriculum) January / February

- a) Update/draft prior year document(s) (Dir. For Curriculum)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- c) Send application to Dir for ELL. For translation (Dir. For ELL / Dir. For Curriculum)

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- d) Post documents to OneDrive summer school folder (Dir. For Curriculum)
- e) Send transition program letter to Ricoh/delivery to schools (Dir. For Curriculum)

5.19 Appoint summer learning liaison (Dir. For Curriculum) ***January / March***

- a) Draft description of role and key outcomes for position (Dir. For Curriculum / HR)
- b) Draft/Send Memo to principals about the role (Dir. For Curriculum / HR)
- c) Collect names/contact for summer learning liaisons (Dir. For Curriculum / HR)
- d) Hold training meeting/info session for summer learning liaisons (zoom and/or in person) (Dir. For Curriculum / HR)

5.20 External provider determination (competing programs using our buildings) (Academics / Student / Facilities) ***January / March***

- a) Review all requests for building use (Dir. For Curriculum / Deputy Superintendent for Student Support / Dir. For Facilities)
- b) Develop proposal for non-SLPS building use (Dir. For Curriculum / Deputy Superintendent for Student Support / Dir. For Facilities)
- c) Present proposal to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Deputy Superintendent for Student Support / Dir. For Facilities)
- d) Notify providers of their status

5.21 Finalize remaining MOUs and Board Resolutions (Academics) ***January / March***

- a) Update prior year document(s) (Dir. For Curriculum / Curriculum Supervisors)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Curriculum Supervisors)
- c) Post documents to summer learning OneDrive folder (Dir. For Curriculum / Curriculum Supervisors)
- d) Submit MOUs and Resolutions in Board Docs (Dir. For Curriculum / Curriculum Supervisors)

5.22 Summer Learning PD Plan

- a) Update prior year document(s) (Academics) ***January / March***
- b) Create PD schedule for summer learning with presenters, locations (Dir. For Curriculum / Curriculum Supervisors / Dir. For Professional Development)
- c) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Dir. For Professional Development)
- d) Post documents to summer learning OneDrive folder (Dir. For Curriculum / Dir. For Professional Development)
- e) Email all summer learning staff details of PD days/Plan (Dir. For PD.)

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5.23 Summer Learning Application Closes – Leader (HR) *January / February*

- a) Screen applications for summer learning leaders (HR / Dir. For Curriculum / Curriculum Supervisors)
- b) Create interview documents/process (HR)
- c) Conduct interviews/select staff (HR / Dir. For Curriculum / Curriculum Supervisors)
- d) Submit recommendations for hire to Deputy Superintendent for Academics (HR)

5.24 Summer Learning Application Closes – Teacher (Dir. For Curriculum) *January / March*

- a) Screen applications for summer learning teachers (HR / Dir. For Curriculum / Curriculum Supervisors)
- b) Create interview documents/process (HR)
- c) Notify applicants of next steps (HR)

5.25 ESOL program (ELL Office / Academics / HR) *January / March*

- a) Review 2019 summer learning documents, share with Dir. for ELL (Dir. For Curriculum / Dir. For ELL)
- b) Schedule/hold meeting(s) as necessary for discussion (Dir. For Curriculum)
- c) Update prior year document(s) (Dir. For Curriculum / Dir. For ELL / HR)
- d) Present documents to Deputy Superintendent for Academics for approval (HR / Dir. For ELL)
- e) Post documents to summer learning OneDrive folder (Dir. For Curriculum)

5.26 Transportation plan created with transportation office based on sites and hours (Academics / Transportation) *January / March*

- a) Review 2019 summer learning documents, share with Dir. For Transportation (Dir. For Curriculum / Dir. For Transportation)
- b) Schedule/hold meeting(s) as necessary for discussion (Dir. For Curriculum)
- c) Update prior year document(s) (Dir. For Curriculum / Dir. For Transportation)
- d) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Dir. For Transportation)
- e) Post documents to summer learning OneDrive folder (Dir. For Curriculum)

5.27 Food service plan (Food Services) *January / March*

- a) Review 2019 summer learning documents, share with Dir. For Food Services (Dir. For Curriculum)
- b) Schedule/hold meeting(s) as necessary for discussion (Dir. for Curriculum / Dir. For Food Services)
- c) Update prior year document(s) (Dir. for Curriculum / Dir. For Food Services)

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- d) Present documents to Deputy Superintendent for Academics for approval (Dir. for Curriculum / Dir. For Food Services)
- e) Post documents to summer learning OneDrive folder (Dir. for Curriculum)

5.28 Project enrollment formula to determine teacher allocation (use last year's #s) (HR / Academics / Accountability) *January / March*

- a) Accountability provides draft of enrollment targets (Deputy Superintendent For Accountability)
- b) Targets reviewed and adjusted in academics (HR / Dir. For Curriculum)
- c) Targets presented to Deputy Superintendent for Academics (HR / Dir. For Curriculum / Deputy Superintendent For Accountability)

5.29 Finalize field trips (Curriculum Dir.) *January / May*

- a) Determine available Budget for field trips (Dir. For Curriculum / Deputy Superintendent For Curriculum)
- b) Review schedule of field trips (Dir. For Curriculum / School Leaders / Network Superintendents / Dir. For Transportation / Dir. For Food Services)
- c) Confirm transportation, locations, notify Foodservice (Dir. For Curriculum / School Leaders / Network Superintendents / Dir. For Transportation / Dir. For Food Services)
- d) Distribute final schedule to summer site leaders (Dir. For Curriculum / Dir. For Transportation)

5.30 Summer School Manual (Dir. For Curriculum) *January / April*

- a) Determine necessary documents for inclusion (Dir. For Curriculum / Deputy Superintendent for School Support / Dir. For Transportation / Dir. For Food Services / Dir. For Facilities / Dir. For Communications)
- b) Update prior year document(s) (Dir. For Curriculum / Dir. For Communication)
- c) Present documents/plan for manual to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Deputy Superintendent for School Support / Dir. For Transportation / Dir. For Food Services / Dir. For Facilities / Dir. For Communications)
- d) Post documents to summer learning OneDrive folder (Dir. For Curriculum)

5.31 Finalized supply list submitted to Purchasing (Academics / Purchasing) *February / March*

- a) Update prior year document(s) (Dir For Curriculum / Curriculum Supervisors / Purchasing)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Curriculum Supervisors / Purchasing)
- c) Post documents to summer learning OneDrive folder (Dir. For Curriculum)
- d) Submit requisitions in Business Plus (Dir. For Curriculum)

5.32 Registration Opens for Summer Learning (Academics / Accountability) *February / March*

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- a) Review 2019 process for registration (Dir for Curriculum / Network Superintendents / Deputy Superintendent For Accountability)
- b) Meet with technology to explore options for parents to self-register through website Dir. For Curriculum / Network Superintendents / Deputy Superintendent For Technology)
- c) Revise/draft process for school staff to follow (Dir. For Curriculum)
- d) Distribute instructions to school staff (secretaries, DPs) (Dir. For Curriculum / Deputy Superintendent for Accountability / Principals)

5.33 Letter to be sent to parents during Parent Conference Day (those determined for potential summer school identified through STAR) (Network Superintendents / Principals) *February / March*

- a) Draft communication for school leaders outlining process (Dir. For Curriculum / Network Superintendents / Principals)
- b) Present to Deputy Superintendent for Academics for approval process (Dir. For Curriculum / Network Superintendents / Principals)
- c) School leaders distribute letters (School Leaders)

5.34 Brochure with application sent home to parents during Parent Conference Day (Academics) *February / March*

- a) Brochure and application placed online (Dir. For Curriculum / Deputy Superintendent for Technology / Dir. For Communication)
- b) Draft communication for school leaders outlining process (Dir. For Curriculum / Network Superintendents / Dir. For Communication)
- c) Present to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Network Superintendents / Dir. For Communication)
- d) School leaders distribute applications (School Leaders)
- e) Posting of brochure and application to website (Deputy Superintendent for Technology / Dir. For Communication)

5.35 Create summer learning recommendation lists for schools (Academics) *February*

- a) Determine how students are identified (Dir. For Curriculum / Network Superintendents / Deputy Superintendent for Academics)
- b) Generate student name/school/grade level rosters (Network Superintendents / Deputy Superintendent for Technology / Deputy Superintendent for Academics)
- c) Distribute to school leaders (Network Superintendents / Deputy Superintendent for Technology)

5.36 Hire and Assign Aps and AICs to site locations (Network Superintendents / Dir. For Curriculum) *February / March*

- a) Screen applications for summer learning AP/AIC (Network Superintendents / Dir. For Curriculum)

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- b) Create interview documents/process (HR)
- c) Conduct interviews/select staff (HR / Network Superintendents / Dir. For Curriculum)
- d) Submit recommendations for hire, to Deputy Superintendent for Academics/
Superintendent (HR)

5.37 Principals provide input on teacher applicants (Principals) *February*

- a) Principals are provided lists of staff applying for summer learning (HR / Principals)
- b) Principals provide feedback regarding summer learning fit and prior performance (HR / Principals / Dir. For Curriculum)
- c) Feedback and recommendations prepared for site leader selections of applicants. (HR / Principals / Dir. For Curriculum)
- d) Conduct interviews/select staff (HR / Principals / Dir. For Curriculum)

5.38 Summer Learning PowerPoint for the Board Members is Created (Academics) *February / March*

- a) Update prior year document(s) (Dir. For Curriculum / Network Superintendents / HR)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Network Superintendents / HR)
- c) Post documents to summer learning OneDrive folder in preparation for presentation (Dir. For Curriculum)

5.39 Set school enrollment targets (Student Accounting Office / Dir. For Curriculum) *March*

- a) Review prior year attendance by school/location (Student Accounting Office / Dir. For Curriculum / Network Superintendents)
- b) Develop document outlining enrollment/attendance targets (Student Accounting Office / Dir. For Curriculum / Network Superintendents / Deputy Superintendent For Academics)
- c) Send school's enrollment/attendance targets (Student Accounting Office / Network Superintendents)

5.40 Work with HR to ensure vacancies are filled (HR) *March / June*

- a) Initial review of vacancies with HR (Network Superintendents / Dir. For Curriculum / Deputy Superintendent for Academics)
- b) Meet weekly through the conclusion of summer learning to continue to fill vacancies (Network Superintendents / Dir. For Curriculum / Deputy Superintendent for Academics)

5.41 Determine process for credit recovery (Academics / Associate Superintendent for CCR / Student Support) *March*

- a) Schedule meeting with Associate Supt for CCR, Network Superintendent, and Dropout Prevention Specialist (Dir. For Curriculum)
- b) Review process from 2019 summer learning (Associate Supt. for CCR, Network Superintendent, and Dropout Prevention Specialist / Dir. For Curriculum)

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- c) Update and draft additional documents as necessary (Associate Supt for CCR, Network Superintendent, and Dropout Prevention Specialist / Dir. For Curriculum)
- d) Present to Deputy Superintendent for Academics for approval (Associate Supt for CCR, Network Superintendent, and Dropout Prevention Specialist / Dir. For Curriculum)
- e) Add documents to manual, summer learning one drive (Dir. For Academics)

5.42 Attendance Incentives (Academics / Institutional Advancement / Technology) ***March / May***

- a) Determine incentives and applicable vendors; solicit free incentives (Dir. For Curriculum / Curriculum Supervisors / Dir. For Communication / Deputy Superintendent For Technology)
- b) Create requisitions in Business Plus for materials (Dir. For Curriculum)
- c) Create documentation for summer learning leaders to outline use of attendance incentives and to record distribution (Dir. For Curriculum)

5.43 Summer site leaders select applicants (HR / Site Leaders) ***March***

- a) Site leaders review applications and recommendations for summer learning staff (HR / Network Superintendents / Dir. For Curriculum)
- b) Collaborative selection session with site leaders and building principals (HR / Network Superintendents / Dir. For Curriculum)
- c) final selection of all instructional staff/support staff (HR)

5.44 Selected applicants confirmed by Network superintendents (Network Superintendents) ***March***

- a) Provide tentative summer learning rosters to networks for review (HR / Dir. For Curriculum)
- b) Finalize hiring recommendations for summer learning staff (HR / Dir. For Curriculum)
- c) Submit rosters to Deputy Superintendent for Academics for final approval (HR / Dir. For Curriculum)

5.45 Review summer learning report card (Academics/ Student Accounting Office) ***March / April***

- a) Update prior year document(s) (Dir. For Academics / Student Accounting Office)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Academics / Student Accounting Office)
- c) Post documents to summer learning OneDrive folder, update in summer learning manual (Dir. For Academics)

5.46 Media and Technology Release (Academics / Technology) ***March / May***

- a) Update prior year document(s) (Dir. For Communication / Deputy Superintendent For Technology)
- b) Present documents to Deputy Superintendent for Academics for approval Dir. For Communication / Deputy Superintendent For Technology)

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- c) Post documents to summer learning OneDrive folder, update in summer learning manual (Dir. For Curriculum)

5.47 Create robo call for opening of summer registration (Dir. For Curriculum) ***April / May***

- a) Script robocall notice (Dir. For Communication / Dir. For Curriculum)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- c) Schedule robocall (Dir. For Communication / Deputy Superintendent For Academics)

5.48 Ensure extra service is reflected in the PD plan (Dir. For Curriculum) ***April***

- a) Prepare extra service spreadsheets/materials (HR / Dir. For Curriculum)
- b) Review Budget Office and fund information (Dir. For Curriculum)
- c) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- d) Post documents to summer learning OneDrive folder (Dir. For Curriculum)

5.49 Staff allocations finalized (Student Accounting Office / HR / Dir. For Curriculum) ***April***

- a) Final review of staffing rosters and recommendations (HR / Network Superintendents / Dir. For Curriculum / Student Accounting Office)
- b) Review assignment of teachers to classes in SIS (HR / Network Superintendents / Dir. For Curriculum / Student Accounting Office)
- c) Confirm all hiring has been completed (HR / Network Superintendents / Dir. For Curriculum Student Accounting Office)

5.50 Roll over file set (Technology / Student Accounting Office / HR) ***April***

- a) Initial meeting with Student Accounting Office to review process (HR / Dir. For Curriculum / Student Accounting Office)
- b) Determine date of rollover and process to be followed (HR / Dir. For Curriculum / Student Accounting Office)
- c) Rollover date (HR / Dir. For Curriculum / Student Accounting Office)

5.51 Assign Data Processing Specialists to schools (Technology / Accountability / Network Superintendents) ***April***

- a) Email networks, school leaders for recommendations (HR / Dir. For Curriculum / Student Accounting Office)
- b) Identify Data Processing Specialists for each school (HR / Dir. For Curriculum / Student Accounting Office)
- c) Notify applicants of next steps (HR)

5.52 Last day to sign up for summer learning programs to guarantee transportation (Academics) ***April***

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- a) Draft and send reminder email to school leaders (HR / Dir. For Curriculum / Student Accounting Office / Dir For Transportation)
- b) Post reminder on the website (top billing) (Dir. For Communication)
- c) Post reminder in the academic newsletter (Dir. For Communication)

5.53 DESE application (VERY IMPORTANT) (Academics) *April*

- a) Update prior year document(s) (Dir. For Curriculum)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- c) Revise and edit as needed (Dir. For Curriculum)

5.54 Payroll Office Due Dates (manual) (Payroll Office / Dir. For Curriculum) *April*

- a) Meet with Payroll Office to confirm dates (already published) (Payroll Office / Dir. For Curriculum)
- b) Communicate Payroll Office dates to school leaders/staff (Dir. For Curriculum / Payroll Office)
- c) Add info to manual/OneDrive folder (Dir. For Curriculum)

5.55 Transportation stop information to parents (Transportation) *April / May*

- a) First student sends directly to schools (Dir. For Transportation / Dir. For Communication / Summer Liaison)
- b) Schools receive letters, distribute (Dir. For Transportation / Dir. For Communication / Summer Liaison / Site Leader)
- c) Email reminder to Principals, Summer Liaisons, Secretaries (Dir. For Communications)

5.56 Transportation bus manifest to schools (Transportation) *April / May*

- a) Determine exact target date with Dir. For Transportation (Dir. For Curriculum / Dir. For Transportation / Dir. For Communication / Student Accounting Office)
- b) Transportation distributes to schools (Dir. For Transportation)
- c) Reminder email to school leaders, secretaries (Dir. For Communications)

5.57 Upload extra service spreadsheets (Payroll Office / Technology / Budget Office) *April / June*

- a) Initial planning meeting with Technology (HR / Deputy Superintendent for Technology / Payroll Office / Budget Office / Dir. For Curriculum)
- b) Finalize spreadsheets/staffing (HR / Deputy Superintendent for Technology / Payroll Office / Budget Office / Dir. For Curriculum)
- c) Upload spreadsheets (ongoing) (HR / Payroll Office / Budget Office / Dir. For Curriculum)

5.58 Submit application to DESE (IMPORTANT) (Dir. For Curriculum / Deputy Superintendent for Academics) *April / May*

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- a) Final review of application (Dir. For Curriculum / Deputy Superintendent for Academics)
- b) Submit to DESE (Dir. For Curriculum / Deputy Superintendent for Academics)

5.59 Robo calls announcing registration goes out (Dir. For Curriculum) ***April***

- a) Script robocall notice (Dir. For Curriculum / Dir. For Communication)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Dir. For Communication)
- c) Schedule robocall (Dir. For Curriculum / Dir. For Communication)

5.60 Targeted robo call to students who are behind (Dir. For Curriculum) ***April***

- a) Script/update robocall notice (Dir. For Curriculum / Dir. For Communication)
- b) Determine criteria for identifying students (Dir. For Curriculum)
- c) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- d) Schedule robocall (Dir. For Curriculum / Deputy Superintendent For Academics)

5.61 Pre and post testing (Assessment / Site Leaders) ***April / June***

- a) Pull all schools' EOY STAR (Dir. for Assessment / Site Leaders)
- b) Identify any students without scores for post-testing(4-9) (Dir. for Assessment / Site Leaders)
- c) Administer assessment to all without pre-test score (Dir. for Assessment / Site Leaders)
- d) Posttest all rising 4th-9th graders (Dir. for Assessment / Site Leaders)

5.62 District website- First day instructions (Dir. For Curriculum) ***May***

- a) Update/draft prior year document(s) (Dir. For Curriculum / Network Superintendents)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Network Superintendents)
- c) Post documents to website (Dir. For Curriculum)

5.63 Parents notified of first day instructions (Dir. For Curriculum) ***May***

- a) Script robocall notice (Dir. For Curriculum / Dir. For Communication)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Dir. For Communication)
- c) Schedule robocall for all enrolled students (Dir. For Curriculum / Dir. For Communication)
- d) Post documents to website (Dir. For Communication)

5.64 Determine and set copy machine quotas (Accountability) ***May***

- a) Confirm with accountability

ACADEMIC OFFICE OPERATIONAL PLAN

- b) Copy quotas set

5.65 Summer School observation tool (Dir. For Curriculum) *May*

- a) Update prior year document(s) (Dir. For Curriculum / Curriculum Supervisors / Network Superintendents)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum / Curriculum Supervisors / Network Superintendents)
- c) Post documents to summer learning OneDrive folder in preparation for summer learning

5.66 Daily Attendance process (Technology / Student Accounting Office) *May*

- a) Confirm process with Student Accounting Office (Dir. For Curriculum / Network Superintendents)
- b) Communication to schools re. Process (Dir. For Curriculum / Network Superintendents)
- c) The Student Accounting Office (Student Accounting Office / Dir. conducts Professional Development For Professional Development)

5.67 Academic Report Card (in manual) (Academics) *May*

- a) Update prior year document(s) (Dir. For Curriculum)
- b) Present documents to Deputy Superintendent for Academics for approval (Dir. For Curriculum)
- c) Post documents to summer learning OneDrive folder in preparation for summer learning (Dir. For Curriculum)

5.68 Assign security officers to sites (Security) *May*

- a) Confirm process with safety/security (Dir. For Curriculum / Dir. For School Safety)
- b) Communication to schools re. Process (Dir. For Communication / Dir. For School Safety)

5.69 Report to DESE - Summer School Review Checklist) - completed after Core Data report Academics / Technology) *June / July*

- a) Confirm Student enrollment numbers at Aim High and Deaconess (Dir. For Curriculum)
- b) Submit attendance data to Student Accounting Office (Dir. For Curriculum)

6.0 ASSOCIATED DOCUMENTS:

6.1

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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9.0 REVISION HISTORY:

ACADEMIC OFFICE OPERATIONAL PLAN

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
10/30/19	A	

*** End of procedure ***

ACADEMIC OFFICE OPERATIONAL PLAN

VOUCHERS PAYMENT PROCEDURE (CAO-P004) Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the current process used to process Vouchers for Payment within the Academic Office

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Teaching and Learning Administrators
- 2.2 Professional Development Administrators
- 2.3 Leadership Development Administrators
- 2.4 College and Career Readiness Administrators
- 2.5 Gifted and Talented Administrators
- 2.6 Early Childhood Education Administrators
- 2.7 Special Education Administrators
- 2.8 Athletic Office Administrators
- 2.9 ESOL Bilingual Migrant Program Administrators
- 2.10 Saint Louis Plan Administrators
- 2.11 Academic Office Administrators
- 2.12 Operations Coordinator for Academics
- 2.13 Executive Secretary to CAO
- 2.14 Clerical Support for the Academic Office

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics

4.0 DEFINITIONS:

- 4.1 n/a

5.0 PROCEDURE:

- 5.1 Administrators will submit original copies of Vouchers Request for Payment and supporting documents to the Operations Coordinator for Academics

ACADEMIC OFFICE OPERATIONAL PLAN

- 5.2 The Operations Coordinator for Academics will record the Vouchers Request for Payment and supporting documents in to the Document Log
- 5.3 The Operations Coordinator for Academics will perform a document check of submitted Voucher request for payment
- 5.3.a.1 The list of required documents are identified in the Work Instruction CAO – W001, Preparing Vouchers for Payment.
- b) If any of the required documents are **missing** or if any the required fields with the documents are **not completed correctly**, the Voucher request for payment will be returned to the submitter for corrections.
- 5.3.b.1 The Operations Coordinator for Academics will record the documents as returned to the submitter for corrections.
- c) If the required documents were submitted and all fields within the document **were completed correctly**
- 5.3.c.1 The Operations Coordinator for Academics will perform a quality check of the complete set of documents
- d) After completion of the Quality Check the Documents are given to the Deputy Superintendent for Academics for Approval Signature
- e) After the Approval Signature is received the documents are given to the Operations Coordinator for Academics
- f) The Operations Coordinator for Academics will make a notation in the document log that the Voucher payment request is approved
- g) The Approved Voucher Payment Request is scanned into an electronic folder
- h) The original Voucher Payment Request Form and Documentation is walked to Accounts Payable for Processing

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Preparing Vouchers for Payment CAO – W001

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Voucher	Electronic	Permanent	Permanent	Electronic
Receipts	Electronic	Permanent	Permanent	Electronic
Meeting Agenda	Electronic	Permanent	Permanent	Electronic
Sign-in Sheet	Electronic	Permanent	Permanent	Electronic
Expense Report	Electronic	Permanent	Permanent	Electronic
Auth. for Travel	Electronic	Permanent	Permanent	Electronic
Expense Report	Electronic	Permanent	Permanent	Electronic
IN-90	Electronic	Permanent	Permanent	Electronic

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8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
10/23/19	A	Initial Release

*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

MILEAGE REIMBURSEMENT PROCEDURE (CAO – P005) Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the current process used to process Request for Mileage Reimbursement within the Academic Office

2.0 RESPONSIBILITY:

- 2.1 Teaching and Learning Administrators
- 2.2 Professional Development Administrators
- 2.3 Leadership Development Administrators
- 2.4 College and Career Readiness Administrators
- 2.5 Gifted and Talented Administrators
- 2.6 Early Childhood Education Administrators
- 2.7 Special Education Administrators
- 2.8 Athletic Office Administrators
- 2.9 ESOL Bilingual Migrant Program Administrators
- 2.10 Saint Louis Plan Administrators
- 2.11 Academic Office Administrators
- 2.12 Operations Coordinator for Academics
- 2.13 Executive Secretary to CAO
- 2.14 Clerical Support for the Academic Office

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 CAO – Chief Academic Officer

5.0 PROCEDURE:

- 5.1 Administrators will submit original copies of Mileage Reimbursement Form and supporting documents to the Operations Coordinator for Academics

ACADEMIC OFFICE OPERATIONAL PLAN

- 5.2 The Operations Coordinator for Academics will record the Mileage Reimbursement Form and supporting documents into the Document Log
- 5.3 The Operations Coordinator for Academics will perform a document check of submitted Mileage Reimbursement Form and supporting Documentation
- 5.3.a.1 The list of required documents are identified in the Work Instruction CAO – W002, Preparing Mileage Reimbursement Request for Payment.
- b) If any of the required documents are **missing** or if any the required fields with the documents are **not completed correctly**, the Mileage Reimbursement Request will be returned to the submitter for corrections
- 5.3.b.1 Operations Coordinator for Academics will record the documents as returned to the submitter for corrections.
- c) If the required documents were submitted and all fields within the document **were completed correctly**
- d) The Operations Coordinator for Academics twill submit the documents to the Deputy Superintendent for Academics / CAO for Approval Signature
- e) After the Approval Signature is received the documents are given to the Operations Coordinator for Academics
- f) The Operations Coordinator for Academics will make a notation in the document log that the Mileage Reimbursement Request is approved
- g) The Approved Mileage Reimbursement Request and supporting Documentation is scanned into an electronic folder
- h) The original Mileage Reimbursement Request and Documentation is walked to Accounts Payable for Processing

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Preparing Mileage Reimbursement Request for Payment CAO – W002

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Mileage Request	Electronic	Permanent	Permanent	Electronic
Budget Report	Electronic	Permanent	Permanent	Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
10/23/19	A	Initial Release

*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

ATHLETIC OFFICE GAME OFFICIALS AND EVENT WORKERS VOUCHERS PAYMENT PROCEDURE (CAO – P006) Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the current process used to process Athletic Office Game Officials and Event Workers Vouchers for Payment with the Academic Office

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Athletic Office Administrators
2.2 Operations Coordinator for Academics

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 n/a

5.0 PROCEDURE:

- 5.1 Athletic Office Administrators will submit original copies of Vouchers Request for Payment and supporting documents to the Operations Coordinator for Academics
- 5.2 The Operations Coordinator will email the Athletics Office Administrators an acknowledgement of receiving the Documents.
- 5.3 The Operations Coordinator for Academics will perform a document check of submitted Voucher request for payment
- 5.3.a.1 The list of required documents are identified in the Work Instruction ACAD – W003, Preparing Vouchers for Payment.
- 5.4 If any of the required documents are missing or if any the required fields with the documents are not completed correctly, the Voucher request for payment will be returned to the Academic Office Administrators for corrections.
- 5.5 If the required documents were submitted and all fields within the document were completed correctly, the Operations Coordinator for Academics for an Quality Check
- 5.6 After completion of the Quality Check the Documents are given to the Deputy Superintendent for Academics / CAO for Approval Signature
- a) After the Approval Signature is received the documents are given to the Operations Coordinator for Academics

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- b) The Approved Documents are given to the Athletics Office Administrators
- c) The Athletics Office Administrators scan the Approved Voucher Payment Request into an electronic folder
- d) The original Voucher Payment Request Form and Documentation is walked to Accounts Payable for Processing

6.0 ASSOCIATED DOCUMENTS:

6.1 Preparing Athletic Game Officials and Event Workers Vouchers for Payment ACAD W003

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Voucher	Electronic	Permanent	Permanent	Electronic
Invoice	Electronic	Permanent	Permanent	Electronic
Budget Report	Electronic	Permanent	Permanent	Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
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* * * E n d o f p r o c e d u r e * * *

ACADEMIC OFFICE OPERATIONAL PLAN

ATHLETIC OFFICE REQUEST FOR PROPOSAL PROCEDURE

(CAO – P007)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for the implementing the Request for Proposal process within the Athletic Office

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Athletic Office Administrators
- 2.2 Athletic Services / Equipment Vendors

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 CAO – Chief Academic Officer
- 4.2 RFP – Request for Proposal

5.0 PROCEDURE:

- 5.1 **Athletic Office Administrators determine the need for Services / Equipment / Uniforms**
- 5.2 After the need is determined:
 - a) The Athletic Office Administrators will develop the Scope of Services, and pertinent supporting documents during Month of **November**
 - 5.2.a.1 e.g., if the current contract or agreement is due to expire on **June 30, 2020**. The new RFP should be developed by the Athletic Office in **November 2019**
 - 5.2.a.2 The final RFP should be submitted to Procurement office, for release to the Public in **December**
 - b) During the beginning of **January** Prospective Vendors will be invited for on-site presentations if applicable
- 5.3 During the middle of **January**, the Successful Vendor(s) will selected
- 5.4 The Successful Vendor will be awarded the Contract / Agreement via the Board Meetings in **February / March**
- 5.5 The Awarded Services / Equipment or Uniforms should start or be delivered during the Month of **July**

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6.0 ASSOCIATED DOCUMENTS:

- 6.1 RFP Worksheet
- 6.2 SLPS Procurement Manual 2019 – 2020

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
RFP	Electronic	Permanent	Permanent	Electronic
Proposals	Electronic	Permanent	Permanent	Electronic
Scoring sheets	Electronic	Permanent	Permanent	Electronic
Agreements	Electronic	Permanent	Permanent	Electronic

8.0 REVISION HISTORY:

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* * * E n d o f p r o c e d u r e * * *

ACADEMIC OFFICE OPERATIONAL PLAN

SCHOOL RELATED FIELD TRIP PROCEDURES

(CAO – P008)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for Schools to request approval from Central Office for students to go on field Trips within SLPS

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Parents
- 2.2 Students
- 2.3 Teachers
- 2.4 Principals
- 2.5 Network Superintendents
- 2.6 SLPS Partners

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 CAO – Chief Academic Officer
- 4.2 ZMD – Zoo Museum District

5.0 PROCEDURE:

- 5.1 Teacher identifies the need for a School Related Field Trip
- 5.2 After the need is determined:
 - a) If the Field Trip is to one of the ZMD institutions, the Application for Educational Filed Trip Form is completed by the Teacher and submitted to the Principal for approval; **OR GOTO 5.2.2**
 - 5.2.a.1 The Principal submits the application to the Deputy Superintendent for Academics / CAO for approval signature. The submittal to the Deputy Superintendent must occur at a minimum of two weeks in advance of the scheduled Filed Trip date.
 - b) If the Field Trip is to a Non – ZMD institution, Application for Educational Filed Trip Form is completed and submitted to the Principal for approval
 - c) The Principal submits the application to the Network Superintendent for approval signature. The submittal to the Network Superintendent must occur at a minimum of two weeks in advance of the scheduled Filed Trip date.

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- 5.3 Once the Field Trip is approved, please followed the detailed instructions within the Associated Document, CAO AD005

6.0 ASSOCIATED DOCUMENTS:

- 6.1 CAO AD003; ZMD Message from Early Childhood 2019-2020 SLPS Procurement Manual 2019 – 2020
- 6.2 CAO AD004; 2019-2020 APPLICATION for Educational Field Trip. Form
- 6.3 CAO AD005; Procedures for School-Related Field Trips-2019-2020.updated
- 6.4 CAO AD006 ZOO - Grade 2 DRAFT Program-Brochure 2019-2020
- 6.5 CAO AD007 MAGIC HOUSE - Late Start-Kindergarten Brochure-letter 2019-2020
- 6.6 CAO AD008 MAGIC HOUSE - Late Start-First Grade Brochure-letter 2019-2020
- 6.7 CAO AD009 MAGIC HOUSE - Early Start-Kindergarten Brochure-letter 2019-2020
- 6.8 CAO AD010 MAGIC HOUSE - Early Start-First Grade Brochure-letter 2019-2020
- 6.9 CAO AD011 HISTORY MUSEUM - PreK-12 Programs-Brochure 2019-2020
- 6.10 CAO AD012 ART MUSEUM - Grade 5 - DRAFT Program-Brochure 2019-2020
- 6.11 CAO ADO13 BOTANICAL GARDEN - DRAFT Program-Brochure 2019-2020

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Field Trip Request	Electronic	Permanent	Permanent	Password

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
11/10/19	A	Initial Release

*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

PREPARING VOUCHERS FOR PAYMENT WORK INSTRUCTION (CAO – W001)

Academic Office

1.0 SCOPE:

- 1.1 This Work instruction discusses the tasks that are used to create and process Vouchers for Payment submitted to the Academic Office

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Teaching and Learning Administrators
- 2.2 Professional Development Administrators
- 2.3 Leadership Development Administrators
- 2.4 College and Career Readiness Administrators
- 2.5 Gifted and Talented Administrators
- 2.6 Early Childhood Education Administrators
- 2.7 Special Education Administrators
- 2.8 Athletic Office Administrators
- 2.9 ESOL Bilingual Migrant Program Administrators
- 2.10 Saint Louis Plan Administrators
- 2.11 Academic Office Administrators
- 2.12 Operations Coordinator for Academics
- 2.13 Executive Secretary to CAO
- 2.14 Clerical Support for the Academic Office

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics

4.0 DEFINITIONS:

- 4.1 n/a

5.0 PROCEDURE:

- 5.1 Go to the www.slps.org Finance Home page, download and read the following documents:

ACADEMIC OFFICE OPERATIONAL PLAN

- a) Voucher Procedures
- b) Voucher Payment Request
- c) Leadership Presentation, 07.17.2018

5.1.c.1 Read slides 3 through 13

5.2 Read the Voucher Procedures Document and determine if the Expenditure is approved for payment by Voucher.

5.3 If the Voucher Request is an Non Encumbered Payment Reimbursement:

- a) Complete the Voucher Payment Request Form

5.3.a.1 Total \$

5.3.a.2 Location Code

5.3.a.3 Vendor Code

5.3.a.4 Location Name

5.3.a.5 Vendor Name

5.3.a.6 Fund

5.3.a.7 Function

5.3.a.8 Object

5.3.a.9 Location

5.3.a.10 Project

5.3.a.11 Year

5.3.a.12 Amount

5.3.a.13 Invoice Number

5.3.a.14 Other Details

- b) Attach Documentation to verify method of payment

5.3.b.1 Legible scanned invoice or receipt copy

5.3.b.1.1.1 Total dollar amount should not exceed \$200.00

5.3.b.1.1.1.1 Food items are an exception

5.3.b.1.1.1.2 Attach completed participants sign-in sheet

5.3.b.1.1.1.3 Attach Meeting Agenda

5.3.b.2 GL_55000_SLPS: General Budget to Actual with encumbrances Report (Budget Availability)

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5.3.b.2.1 For instructions on how to generate the Budget Availability Report Go the www.slps.org Finance Home page and download the following document

5.3.b.2.1.1 BusinessPlus Finance Training Manual FY20

5.3.b.2.1.2 Read Pages 50 – 51

5.3.b.3 Check Copy or bank statement (if applicable)

5.3.b.4 Or Credit Copy with the last four digits visible (if applicable)

5.4 Submit the Completed Voucher Payment Request Form with all applicable documentation attached to Operations Coordinator for Academics, and **GOTO 5.7; OR**

5.5 If you are submitting a Travel Voucher

5.5.a.1 Go the www.slps.org Finance Home page and download the Voucher Payment Request Form (if a payment is requested)

5.5.a.1.1 Complete a Voucher Payment Request Form

5.5.a.1.1.1 Repeat Steps 5.3.1.1 through 5.3.14

5.5.a.1.2 Attach the GL_55000_SLPS: General Budget to Actual with encumbrances Report (Budget Availability)

5.5.a.1.2.1 BusinessPlus Finance Training Manual FY20

5.5.a.1.2.2 Read Pages 50 – 51

5.5.a.2 Go the WWW.SLPS.ORG Finance Home page and download the Expense Report (Actual / Advanced) blank template

5.5.a.2.1 Complete a Expense Report (Actual / Advanced)

5.5.a.2.1.1 Submission Date

5.5.a.2.1.2 Program, Project, Department

5.5.a.2.1.3 Organization Holding Meeting

5.5.a.2.1.4 Meeting Location

5.5.a.2.1.5 Inclusive Dates

5.5.a.2.1.6 Number of Days

5.5.a.2.1.7 Attendees

5.5.a.2.1.8 Job Title/Position

5.5.a.2.1.9 Account

5.5.a.2.1.10 Cost Estimate

5.5.a.2.1.11 Number of substitute teachers needed

5.5.a.2.1.12 Charge to

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5.5.a.2.1.13

Submitted By

5.5.a.3 Go the WWW.SLPS.ORG Finance Home page and download the Advance Travel Request Form

5.5.a.3.1 Complete the Advance Travel Request Form blank template

5.5.a.3.1.1

Name

5.5.a.3.1.2

Department

5.5.a.3.1.3

To

5.5.a.3.1.4

From

5.5.a.3.1.5

Automobile, Train Bus, Dates and Cost

5.5.a.3.1.6

Meals, Dates and Cost

5.5.a.3.1.7

Hotels, Dates and Cost

5.5.a.3.1.8

Taxi, Shuttle, Dates and Cost

5.5.a.3.1.9

Registration, Dates and Cost

5.5.a.3.1.10

Telephone, Dates and Cost

5.5.a.3.1.11

Other, Dates and Cost

5.5.a.3.1.12

Automobile Expense

5.5.a.3.1.12.1

Dates

5.5.a.3.1.12.2

Form (Address)

5.5.a.3.1.12.3

To (Address)

5.5.a.3.1.12.4

Miles

5.5.a.3.1.12.5

Mileage Rate

5.5.a.3.1.12.6

Parking and Tolls

5.5.a.3.1.12.7

Fund Function Location Project Year

b) Attach Hotel Reservation / Confirmation

c) Attach Documentation of Conference

d) Attach Registration

5.6 Submit the Completed Voucher Payment Request Form and applicable documentation to the Operations Coordinator for Academics for Quality Checking

5.7 After completion of the Quality Check the Documents are given to the Deputy Superintendent for Academics for Approval Signature

ACADEMIC OFFICE OPERATIONAL PLAN

- 5.8 After the Approval Signature is received the documents are given to the Operations Coordinator for Academics
- 5.9 The Operations Coordinator for Academics will make the notation in the document log as the Voucher payment request is approved
- 5.9.a.1 The Approved Voucher Payment Request is scanned into an electronic folder
- 5.9.a.2 The original Voucher Payment Request Form and Documentation is walked to Accounts Payable for Processing

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Voucher Procedures
- 6.2 Voucher Payment Request
- 6.3 Leadership Presentation
- 6.4 GL_55000_SLPS: General Budget to Actual with encumbrances Report (Budget Availability)
- 6.5 BusinessPlus Finance Training Manual FY20
- 6.6 Expense Report (Actual / Advanced)
- 6.7 Authorization for Travel and Expense (IN – 90)
- 6.8 Advance Travel Request Form

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Voucher	Electronic	Permanent	Permanent	Electronic
Receipts	Electronic	Permanent	Permanent	Electronic
Meeting Agenda	Electronic	Permanent	Permanent	Electronic
Sign-in Sheet	Electronic	Permanent	Permanent	Electronic
Expense Report	Electronic	Permanent	Permanent	Electronic
Auth.For Travel	Electronic	Permanent	Permanent	Electronic
Expense Report	Electronic	Permanent	Permanent	Electronic
IN-90	Electronic	Permanent	Permanent	Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
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*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

PREPARING MILEAGE REIMBURSEMENT REQUEST FOR PAYMENT (CAO – W002) Academic Office

1.0 SCOPE:

- 1.1 This Work instruction discusses the tasks that are used to create and process Mileage Reimbursement Requests submitted to the Academic Office

2.0 RESPONSIBILITY:

- 2.1 Teaching and Learning Administrators
- 2.2 Professional Development Administrators
- 2.3 Leadership Development Administrators
- 2.4 College and Career Readiness Administrators
- 2.5 Gifted and Talented Administrators
- 2.6 Early Childhood Education Administrators
- 2.7 Special Education Administrators
- 2.8 Athletic Office Administrators
- 2.9 ESOL Bilingual Migrant Program Administrators
- 2.10 Saint Louis Plan Administrators
- 2.11 Academic Office Administrators
- 2.12 Operations Coordinator for Academics
- 2.13 Executive Secretary to CAO
- 2.14 Clerical Support for the Academic Office

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 CAO – Chief Academic Officer

5.0 PROCEDURE:

- 5.1 Go the www.slps.org Finance Home page, download and read the following documents:
 - a) Mileage Reimbursement Request

ACADEMIC OFFICE OPERATIONAL PLAN

- b) Leadership Presentation, 07.17.2018

- 5.1.b.1 Read slide 8

- c) Read the Mileage Reimbursement Overview Slide within Leadership Presentation, 07.17.2018 Document

- d) Read the first page of the Mileage Reimbursement Form

5.2 If the Mileage Request is eligible for Reimbursement:

- a) Complete the Mileage Reimbursement Form

- 5.2.a.1 For the Month of

- 5.2.a.2 Employee

- 5.2.a.3 Date

- 5.2.a.4 Department

- 5.2.a.5 Social Security

- 5.2.a.6 Fund

- 5.2.a.7 Location

- 5.2.a.8 Personnel #

- 5.2.a.9 Date

- 5.2.a.10 From

- 5.2.a.11 To

- 5.2.a.12 Total Miles

- 5.2.a.13 Employee Signature

- 5.2.a.14 Date

5.3 Validate the Budget Availability for paying the Reimbursement

- 5.3.a.1 Attach the GL_55000_SLPS: General Budget to Actual with encumbrances Report (Budget Availability)

- 5.3.a.1.1 For instructions on how to generate the Budget Availability Report Go the www.slps.org Finance Home page and download the following document

- 5.3.a.1.1.1 BusinessPlus Finance Training Manual FY20

- 5.3.a.1.1.2 Read Pages 50 – 51

- 5.4 Submit the Completed Original Mileage Reimbursement Form with the Original Employee Signature and Budget Availability Report to the Operations Coordinator for Academics

5.5 Quality Check of Mileage Reimbursement Form and Supporting Documents

ACADEMIC OFFICE OPERATIONAL PLAN

- a) The Operations Coordinator for the Academics record the receipt of the Mileage Reimbursement Form and Budget Availability Report into the Document log
- b) The Operations Coordinator will perform a Quality Check of the complete set of documents
- c) After completion of the Quality Check the Document are given to the Deputy Superintendent for Academics for Approval Signature
- d) After the Approval Signature is received the documents is given to the Operations Coordinator for Academics
- e) The Operations Coordinator for Academics will make the notation in the document log as the Mileage Reimbursement Request is approved

5.5.e.1.1 The Approved Mileage Reimbursement Request and Budget Availability Report is scanned into an electronic folder

5.6 The original Mileage Reimbursement and Budget Availability Report is walked to Accounts Payable for Processing

6.0 ASSOCIATED DOCUMENTS:

6.1 Mileage Reimbursement Form

6.2 Leadership Presentation

6.3 GL_55000_SLPs: General Budget to Actual with encumbrances Report (Budget Availability)

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Mileage Request	Electronic	Permanent	Permanent	Electronic
Budget Report	Electronic	Permanent	Permanent	Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
10/23/19	A	Initial Release

*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

PREPARING ATHLETIC GAME OFFICIALS AND EVENT WORKERS VOUCHERS FOR PAYMENT WORK INSTRUCTION (CAO – W003)

Academic Office

1.0 SCOPE:

- 1.1 This Work instruction discusses the tasks that are used to create and process Athletic Game Officials and Event Workers Vouchers for Payment submitted to the Academic Office

2.0 RESPONSIBILITY:

- 2.1 Athletic Office Administrators
- 2.2 Operations Coordinator for Academics

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 CAO – Chief Academic Officer

5.0 PROCEDURE:

5.1 Athletic Office Administrators Prepare Saint Louis Public High League Invoices

- a) Complete the Saint Louis Public High Invoice

- 5.1.a.1 Date

- 5.1.a.2 Invoice #

- 5.1.a.3 Make Check Payable to

- 5.1.a.4 Vendor Code

- 5.1.a.5 Description

- 5.1.a.5.1 Type of services performed

- 5.1.a.5.2 Game Official

- 5.1.a.5.3 Sport

- 5.1.a.5.4 Teams

- 5.1.a.5.5 Date of Game

- 5.2 Go to the www.slps.org Finance Home page, download the following documents:

- 5.1.1. Voucher Payment Request

ACADEMIC OFFICE OPERATIONAL PLAN

5.3 Athletic Office Administrators Complete the Voucher Payment Request Form

5.3.a.1 Total \$

5.3.a.2 Location Code

5.3.a.3 Vendor Code

5.3.a.4 Location Name

5.3.a.5 Vendor Name

5.3.a.6 Fund

5.3.a.7 Function

5.3.a.8 Object

5.3.a.9 Location

5.3.a.10 Project

5.3.a.11 Year

5.3.a.12 Amount

5.3.a.13 Invoice Number

5.3.a.14 Other Details

b) Validate the Budget Availability

5.3.b.1 GL_55000_SLPS: General Budget to Actual with encumbrances Report (Budget Availability)

5.3.b.1.1 For instructions on how to generate the Budget Availability Report Go the www.slps.org Finance Home page and download the following document

5.3.b.1.1.1 BusinessPlus Finance Training Manual FY20

5.3.b.1.1.2 Read Pages 50 – 51

5.4 Attach the Supporting Documentation to Voucher Form

5.4.a.1 SLPS Public High League Invoice

5.4.a.2 Budget Availability Report

5.5 Submit the Completed Voucher Payment Requests with all applicable documentation attached to the Operations Coordinator,

5.6 Quality Check of Athletic Vouchers and Supporting Documents

5.7 The Operations Coordinator will email the Athletics Office Administrators an acknowledgement of receiving the Documents.

ACADEMIC OFFICE OPERATIONAL PLAN

- 5.8 The Operations Coordinator will conduct a Quality Check of the submitted vouchers
- 5.9 After completion of the Quality Check the Documents are given to the Deputy Superintendent for Academics / CAO for Approval Signature
- 5.10 After the Approval Signature is received the documents are given to Operations Coordinator for Academics
- 5.11 The Approved Voucher Payment Requests and Supporting Documentation are returned to the Athletic Office Administrators
- 5.12 The Approved Voucher Payment Requests and Supporting Documentation is scanned into an electronic folder
- 5.13 The original Voucher Payment Requests and Documentation is walked to Accounts Payable for Processing

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Voucher Payment Request
- 6.2 SLPS High Public League Invoice
- 6.3 GL_55000_SLPS: General Budget to Actual with encumbrances Report (Budget Availability)
- 6.4 BusinessPlus Finance Training Manual FY20

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Voucher	Electronic	Permanent	Permanent	Electronic
Invoice	Electronic	Permanent	Permanent	Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
10/23/19	A	Initial Release

*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

PROFESSIONAL LEARNING REQUEST WORK INSTRUCTION (CAO – W004)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for Staff to request approval to attend a Professional Learning Opportunity

2.0 RESPONSIBILITY:

- 2.1 Academic Office Staff
- 2.2 Teaching and Learning Staff
- 2.3 Leadership Development Staff
- 2.4 Professional Development Staff
- 2.5 College and Career Readiness Staff
- 2.6 Early Childhood and Education Staff
- 2.7 Special Education Staff
- 2.8 ESOL Bilingual Migrant Program Staff
- 2.9 Saint Louis Plan Staff

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3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 CAO – Chief Academic Officer

5.0 PROCEDURE:

- 5.1 Staff Member identifies a need for Professional Development
- 5.2 The staff member will fill out the following sections of the Professional Learning Request Form
 - a) Question to Ponder
 - b) Name
 - c) School / Department
 - d) Position/Job Responsibility
 - 5.2.d.1 Conference title, location, date and description
 - e) Which TP 3.0 Pillar does this professional learning opportunity support?

ACADEMIC OFFICE OPERATIONAL PLAN

- f) Which specific school scorecard goal or district priority goal(s) does this align to within the identified Pillar?
- g) How does this learning translate to teaching and learning? Describe the expected Evidence of Impact
- h) How will you share this learning with your peers/building leaders?
- i) What is your expected timeline for sharing this learning opportunity through the format designated in #8

5.3 Once the Staff member completes the Form, please submit the completed Form to the Operations Coordinator for Academics

5.3.a.1 If this Professional Learning Opportunity include Travel, please submit the completed Form with your Request for Travel Paperwork

5.4 The Operations Coordinator for Academics will log the Document into the Document Log, and submit the paperwork to the Deputy Superintendent for Academics / CAO for Approval Signature.

5.5 Once the Request is approved, a copy of the approved document is scanned into an electronic folder, and the original is sent to the submitter.

6.0 ASSOCIATED DOCUMENTS:

6.1 CAO AD014 Professional Learning Request.form-FINAL-2019

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Learning Request	Electronic	Permanent	Permanent	Password

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
11/10/19	A	Initial Release

*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

PREPARING A MEMORANDUM OF UNDERSTANDING FOR PROCESSING PROCEDURE (CAO – W005) Academic Office

1.0 SCOPE:

- 1.1 This Work instruction identifies the content needed to prepare a Memorandum of Understanding for processing within the Academic Office

2.0 RESPONSIBILITY:

- 2.1 SLPS Partners
- 2.2 Stakeholders
- 2.3 Teachers
- 2.4 Principals
- 2.5 Academic Office Staff

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3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 CAO – Chief Academic Officer
- 4.2 MOU – Memorandum for Understanding
- 4.3 SLPS = Saint Louis Public Schools

5.0 PROCEDURE:

a) Section: Purpose of the MOU

- 5.1.a.1 The statement of purpose should describe the agency that are entering into the partnership, and the purpose of the partnership This statement may already exist within your on-going partnership, or it may need to be developed jointly to assist in defining the primary purpose of your agreement.

b) Section 5: Obligations of SLPS; consider the following topics to address:

- 5.1.b.1 **Physical Space:** Will your school be able to provide appropriate space and agreed upon resources for program activities on school premises? If yes, be specific on what your school will provide.

ACADEMIC OFFICE OPERATIONAL PLAN

5.1.b.2 **Access to Students:** Will your school be able to provide regular appropriate access to children who wish to participate in the expressed services at a time mutually determined by the organization's staff and school staff? Be specific on how your school will manage this.

5.1.b.3 **Communication:** Will your school be able to maintain regular and consistent communication with the agency? Be specific on what structure will be put in place to stay in communication.

5.1.b.4 **Anything Else:** List any other support that your school will provide (supplies, food, data sharing, inclusion in staff meetings or school events, etc.)

c) **Section 6: Obligations of the Agency; consider the following topics to address:**

5.1.c.1 **Specific Services:** Include a listing of the specific services that will be provided to make sure they align with your school's needs, and with the District's Transformation Plan.

5.1.c.2 **Progress Reports:** Increase an agreed upon schedule of checking in on progress towards outcomes in the middle of the school year, and at the end of the school year.

5.1.c.3 **Communication:** Include details on how the agency will maintain regular and consistent communication with school. This will likely be similar to what is listed in the previous section, but may have additional responsibilities for the agency,

5.1.c.4 **Anything Else:** List any other support that the agency will provide (supplies, food, inclusion in community events, etc.)

d) **Section 7: Performance Standards; consider the following topics to address:**

e) This section will set the goals that the partnership is working towards, and by which the partnership will be evaluated at the end of the year. It may help for you to evaluate an agencies performance in three categories:

5.1.e.1 **Transformation Plan Alignment:** To what extent does the agency's services specifically align with the Transformation Plan?

5.1.e.2 **Quantitative Indicators of Effective Program Implementation:** Identify several target goals for measurable outputs (e.g. # of sessions) and outcomes (e.g. improvement of student performance in a specific rea like STAR reading scores of disciplinary incidents). Include the type of information that will be used to measure success, and targeted results (e.g. 10 sessions, or 15% increase on STAR reading scores)

5.1.e.3 **Qualitative Indicators of a High Quality Partnerships:** Below are some indicators of an effective partnership; you may want include reference to these indicators so that you can incorporate these factors when evaluating the partnership at the end of the year.

5.1.e.4 Table of Quality Indicators and Criteria for Success

QUALITY INDICATORS	CRITERIA FOR SUCCESS
Strength of Self Evaluation Measures	<ul style="list-style-type: none"> Measurement tool uses evidence – based protocols that promote continuous improvement

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	<ul style="list-style-type: none"> • Measurement tool tightly aligns to partnership goals and strategic action plan • Measurement tool engages partnership members in regularly assessing their own progress
Strength of Information Dissemination / Partnership Communication	<ul style="list-style-type: none"> • Communication mechanisms exist for regularly dissemination relevant news and progress updates in a timely manner.
Strength of Relationships with students and / or school staff	<ul style="list-style-type: none"> • School staff see the partnership as providing important support for students / school culture • School staff will make accommodations to ensure partnership continues • Schools look forward to / see value in engaging with partners
Partner Adaptability	<ul style="list-style-type: none"> • Both partners demonstrate willingness to accommodate the needs of the partnership • Both partners articulate needs in a constructive manner

6.0 ASSOCIATED DOCUMENTS:

6.1 Academic Office MOU aligned to District Goals Guide

6.2 SLPS MOU Template

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
2/28/20	A	Initial Release

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ACADEMIC OFFICE OPERATIONAL PLAN

CURRICULUM ADOPTION OF INSTRUCTIONAL MATERIALS (CUR-P001) Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for adoption of instructional materials for Saint Louis Public Schools.

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Curriculum & Instruction Specialists

3.0 APPROVAL AUTHORITY:

- 3.1 Director of Curriculum & Instruction
- 3.2 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools

5.0 PROCEDURE:

- 5.1 Identify Content Area for New Adoption
 - a) Develop Academic Office Calendar for New Adoption related Tasks
- 5.2 Complete Academic Office RFP Worksheet
 - a) Submit completed Academic Office RFP Worksheet to Purchasing
- 5.3 Purchasing merges Worksheet information into Purchasing Office RFP template
- 5.4 Purchasing releases Request for Proposal to the Market
- 5.5 Purchasing Receives Submitted Proposals from Vendors
- 5.6 Academic office reviews / scores submitted proposals
- 5.7 Purchasing issues reject letters to identified vendors
- 5.8 Purchasing develops Vendor invitation letter to conduct proposal presentations onsite in SLPS
 - a) Purchasing sends letters to Purchasing
 - b) Purchasing merges the content of the letters on to their letterhead stationary
- 5.9 Purchasing emails invitation letter to vendors and “cc” the Academics Operations Coordinator on the correspondence
- 5.10 Academic establish content area content area evaluator committees

ACADEMIC OFFICE OPERATIONAL PLAN

- a) The teams are composed of 25 members Maximum, or 15 members minimum

5.10.a.1 Team members are identified within the following groups

5.10.a.1.1	Teachers
5.10.a.1.2	Principals
5.10.a.1.3	Parents
5.10.a.1.4	Students
5.10.a.1.5	Community Members
5.10.a.1.6	Members of the Higher Education Community
5.10.a.1.7	SLPS Curriculum Supervisors

5.11 Academic office email evaluator invitations to content area committee members

5.12 Vendors conduct onsite presentations

5.13 Content area committee members score the vendor presentations

5.14 Academic Office collect scoring sheets

5.15 Academic Office send completed scoring sheets to the Purchasing Office for summary tabulations

5.16 The successful vendors are identified

5.17 Contract negotiations are conducted

5.18 The Deputy Superintendent for Academics submit the list of successful vendors to the Superintendent for approval

5.19 The Superintendent submits the list of successful vendors to the Board for approval

5.20 The Board approves the list of successful vendors

6.0 ASSOCIATED DOCUMENTS:

6.1 Textbook/Instructional Materials Adoption Outline/Timeline

6.2 Textbook/Instructional Materials Selection/Evaluation (Policy)

6.3 Textbook/Instructional Materials Vendor Invitation

6.4 Textbook/Instructional Materials Adoption Committee Invitation

6.5 Textbook/Instructional Materials Parent Invitation

6.6 Evaluating Textbooks/Instructional Materials Guidelines

6.7 Consumer Guide

6.8 Evaluation Form

ACADEMIC OFFICE OPERATIONAL PLAN

6.9 Summary Scoring Form

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Adoption of Instructional Materials	Academic Office Shared Drive	Various	Discard as Approved	Password Accessible

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/24/08	A	Initial Release
2/15/19	B	2.0 Responsibility 3.0 Approval Authority
5/2/19	C	5.0 Procedure
2/26/20	D	5.0 Procedure

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ACADEMIC OFFICE OPERATIONAL PLAN

CURRICULUM DEVELOPMENT PROCEDURE (CUR-P002)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for Curriculum Development within Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Curriculum & Instruction Specialists
- 2.2 Principals
- 2.3 Teachers
- 2.4 Director of Curriculum & Instruction

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools
- 4.2 Academic Standards – what a student should know and be able to do a specific grade level
- 4.3 Assessment – a valid and reliable measurement of student performance on a set of academic standards
- 4.4 Curriculum – a series of planned instruction that is coordinated, articulated and implemented in a manner designed to result in the achievement at the proficient level of all students
- 4.5 Planned Instruction – Instruction offered by SLPS based upon a written plan to enable students to achieve academic standards.

5.0 PROCEDURE:

- 5.1 The need for new or revised curricula are typically the result of one or more of the following activities
 - a) State regulations, new state standards for curriculum, and / or alignment with state standards and national standards
 - b) Textbook adoptions
 - c) State Assessment testing results
 - d) School Board requests
- 5.2 The District curriculum cycle will define the timeline for the curriculum development process, The Deputy Superintendent for Academics / CAO may modify the curriculum cycle, if needed

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- 5.3 The Deputy Superintendent for Academics / CAO and Principals will identify department chairpersons and Curriculum Specialists who will do the actual writing of planned instruction / also known as curriculum, and establish the requirements for writing curriculum to be followed during the process
- 5.4 The SLPS format for developing the curriculum is introduced and explained to the department chairpersons, and curriculum specialists by the Deputy Superintendent for Academics / CAO, or designee
- 5.5 Individuals who are involved with the development of the curriculum will take the following steps
- a) Review the District's format and current plan
 - b) Review the state and national standards and identify strengths and weaknesses in the current curriculum
 - c) Research priority standards and instructional practices for inclusion into the plan of instruction
 - d) Identify the essential learning targets that will be achieved through the plan of instruction
 - e) Identify relevant resources that will be used with the curriculum and connected to assessed Standards
 - f) Meet with the Deputy Superintendent for Academics / CAO, as needed, to discuss the program status and determine any need for modifications to curriculum plan
- 5.6 The Deputy Superintendent for Academics / CAO will approve suggested changes to the curriculum
- 5.7 Once the curriculum has been used for six years, it is reviewed, by the Teachers, Curriculum Specialists, and Director for Curriculum and The Deputy Superintendent for Academics / CAO.
- a) New Course Curriculum – During the first year of implementation, each semester, the course teachers review the strengths and weaknesses of the curriculum with Curriculum Specialists, Director for Curriculum and The Deputy Superintendent for Academics / CAO. If changes are required, appropriate steps will be taken to revise the curriculum
 - b) Updated / Revised Curriculum – after a period of one academic year, the curriculum is reviewed. This feedback is reviewed by the Deputy Superintendent for Academics / CAO.

6.0 ASSOCIATED DOCUMENTS:

6.1

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
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ACADEMIC OFFICE OPERATIONAL PLAN

CURRICULUM REVIEW AND REVISION OF COURSE CATALOG (CUR-P003)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for review and revision of Course Catalog for Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Curriculum & Instruction Data Specialist
- 2.2 Curriculum & Instruction Supervisors
- 2.3 SLPS Division Heads

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3.0 APPROVAL AUTHORITY:

- 3.1 Executive Director of Curriculum & Instruction

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools
- 4.2 K-12 Course Catalog
- 4.3 SIS – School Information System

5.0 PROCEDURE:

- 5.1 Requests for Revisions Sent to Curriculum & Instruction Supervisors and SLPS Division Heads
- 5.2 Revisions Received from Curriculum & Instruction Supervisors and SLPS Division Heads
- 5.3 K-12 Course Catalog Updated with Revisions Received
- 5.4 SIS Office Notified of Course Additions/Deactivations
- 5.5 Updated K-12 Course Catalog Uploaded to Curriculum & Instruction Website
- 5.6 Updated K-12 Course Catalog Printed and Distributed

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Master K-12 Course Catalog

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7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
K-12 Course Catalog	Computer Hard Drive Curriculum & Instruction Website	Various	Discard as Desired	Password Protected Computer Firewall to Intranet

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
3/25/08	A	Initial Release

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ACADEMIC OFFICE OPERATIONAL PLAN

CURRICULUM NEW COURSE ADDITION (CUR-P004) Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for requesting a new course addition to SIS and the K-12 Course Catalog

2.0 RESPONSIBILITY:

- 2.1 SLPS Principals
- 2.2 Network Superintendents

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3.0 APPROVAL AUTHORITY:

- 3.1 Data Specialist
- 3.2 Deputy Superintendent / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools
- 4.2 SIS – School Information System

5.0 PROCEDURE:

- 5.1 Principals to obtain New Course Addition Approval Form from the Quality Assurance Folder within the Academic Playbook; Or
 - a) The QAS District Processes- Master Document List-Curriculum on the www.slps.org;
- 5.2 Principals to complete New Course Addition Approval Form for requesting a new course addition to SIS and the K-12 Course Catalog
- 5.3 Completed New Course Addition Approval Form to be submitted to Curriculum & Instruction for approval by the Director of Curriculum & Instruction during the months of August through November,
- 5.4 Curriculum & Instruction approved New Course Addition Approval Form to be submitted to the Supt, in October approval
- 5.5 The Approved New Course Addition will be reviewed by the Board of Education in January, and will consider for Approval Vote in February
- 5.6 Principals to be notified of approval status of submitted New Course Addition Approval Form
- 5.7 Curriculum & Instruction and SAB approved New Course Addition Approval Form to be processed by Student Data Specialist by:
 - a) Assigning a new course number from SIS core catalog (District Level-District Subjects)
 - b) Updating SIS with new course addition
 - c) Updating K-12 Course Catalog with new course addition
 - d) Uploading updated K-12 Course Catalog to Curriculum & Instruction website

6.0 ASSOCIATED DOCUMENTS:

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6.1 New Course Addition Approval Form

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
New Course Addition Approval Form	Academic Office Shared Drive	Various	Discard via Approval	Protected by Authorized Access

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
6/9/08		Initial Release
12/3/10	A	Revised 6.0 Procedure: 6.3
4/30/19	B	Revised 3.0 Responsibility: 3.2 Revised 4.0 Approval Authority: 4.2 Revised 6.0 Procedure: 6.3 Revised 8.0 Record Retention Table: Storage, Disposition, Protection Revised 9.0 Revision History: Date, Rev., Description of Revision
9/25/19	C	Revised 2.0 Responsibility: 2.2 Revised 3.0 Approval Authority: 3.1, 3.2

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ACADEMIC OFFICE OPERATIONAL PLAN

TEXTBOOK INVENTORY VIA DESTINY SYSTEM PROCEDURE (CUR – P005)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process for the conducting Textbooks Inventory at the School Level using the Destiny Software System within The Saint Louis Public Schools

2.0 RESPONSIBILITY:

- 2.1 Deputy Superintendent for Academics
- 2.2 Curriculum Director (Academics)
- 2.3 Principals
- 2.4 Academic Instructional Coordinators
- 2.5 Book Clerks
- 2.6 Curriculum Specialists

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools

5.0 PROCEDURE:

- 5.1 Deputy Superintendent of Academics and Curriculum Director conducts Textbook Ordering Process Project Team meeting in February
 - 5.1.a.1 Discussion includes the timeline for school-based inventorying of textbooks
- 5.2 Either in late February or early March, the Curriculum Director emails the Inventory Memo and Process document to the Principals outlining timeline and procedure for the Textbook Inventory
- 5.3 Academic Instructional Coordinators (Elementary and Middle Schools); Book Clerks (High Schools) conduct inventory
 - a) Conduct Physical count of all textbooks and consumable materials in the School Building (classrooms and storerooms)
 - b) Results of Physical Count is entered into the Destiny at the School Level
 - c) Inventory Completion Status will be monitored throughout the inventory window by the Curriculum Director

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- d) Updated Destiny Textbooks Report is compared against upcoming school year projected enrollment by curriculum specialists
- e) Gap analysis is performed at the district level by the curriculum team
 - 5.3.e.1 Textbooks on hand exceed Projected Enrollment; Or,
 - 5.3.e.2 Textbooks on hand is less than Projected Enrollment; Or,
 - 5.3.e.3 Textbooks on hand equal Project Enrollment.
- f) List (spreadsheet) of textbooks needed is generated at the School Building Level

5.4 Schools email Spreadsheet to Curriculum Specialists

5.5 Curriculum Specialists facilitate transfer of surplus books to meet demand, then enter Textbooks Requisitions into Business Plus

5.6 Textbooks and instructional materials will be delivered to schools in July/August in preparation for the upcoming school year

5.7 Textbook Managers at school sites will add copies to their inventory when received

6.0 ASSOCIATED DOCUMENTS:

6.1 SLPS DESTINY User Guide(s) updated annually to reflect current Destiny version

6.2 CUR-AD026 Level Library Memo

6.3 CUR-AD027 Textbook Inventory Memo

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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8.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Rev</u>	<u>Description of Revision</u>
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1/15/20	A	Revised 5.1
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1/15/20	A	Revised 5.2
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1/15/20	A	Revised 6.0
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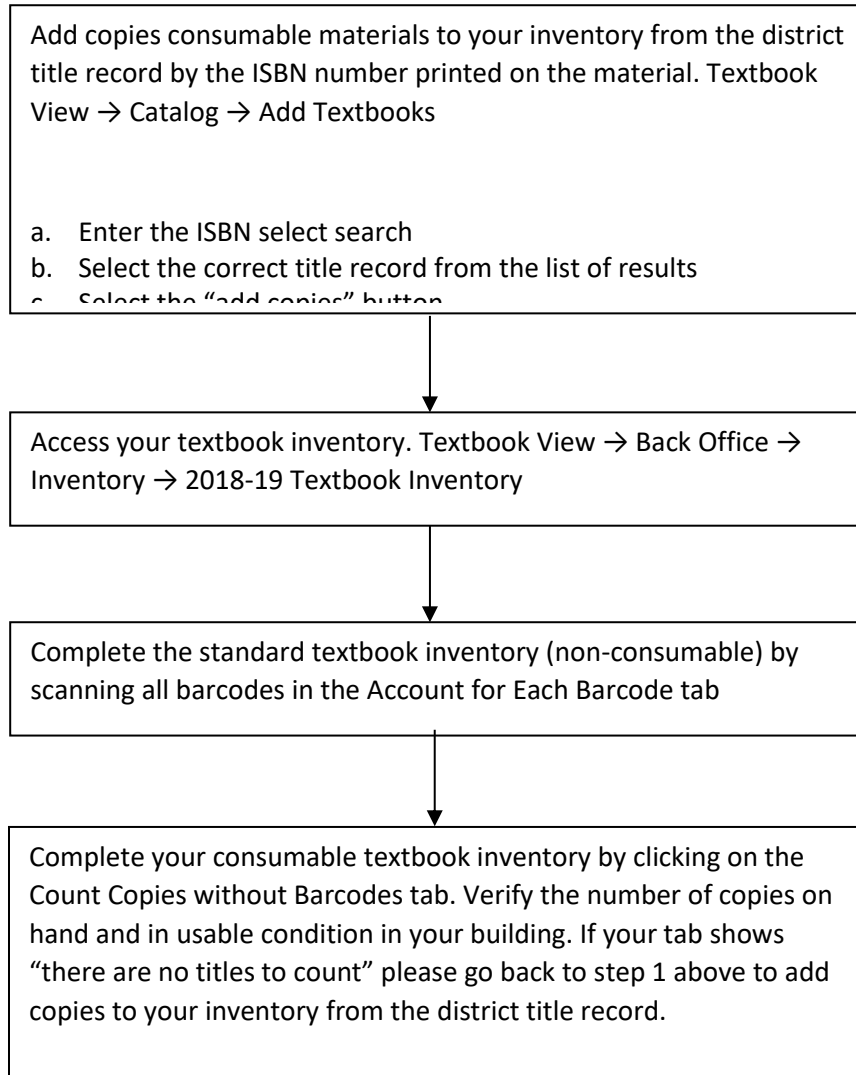
1/5/20	A	Revised 6.0
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9.0 FLOWCHART:

9.1 Flowchart detailing this process can be found on the next page.

ACADEMIC OFFICE OPERATIONAL PLAN

TEXTBOOK INVENTORY FLOWCHART



ACADEMIC OFFICE OPERATIONAL PLAN

CURRICULUM COMMITTEE (CUR-P006) Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for the ongoing use of the Curriculum Committee Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Curriculum & Instruction Specialists
- 2.2 Principals
- 2.3 Teachers
- 2.4 Network Supts
- 2.5 Parents
- 2.6 Elected Board Members

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Director of Curriculum & Instruction
- 3.2 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools

5.0 PROCEDURE:

- 5.1 Determine the need for the Committee
 - a) Identify Committee Members
 - b) Extend Invitation to Potential Members
 - c) Process Acceptance Responses
 - d) Confirm Committee Members
- 5.2 Establish First Monthly Meeting Date/Time/Location
- 5.3 Conduct Meeting
 - a) Establish Future Monthly Meeting Dates
 - b) Identify and discuss adjustments to
 - 5.3.b.1 curriculum development, and

ACADEMIC OFFICE OPERATIONAL PLAN

5.3.b.2 instructional practices,

- 5.4 Provide report that address learning expectations so that they evolve with research and futuristic outcomes to close the achievement gap and meet the broad range of our students' learning needs and aspirations.

6.0 ASSOCIATED DOCUMENTS:

6.1 Committee Member invitation Letter

6.2 Meeting Schedule

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Meeting Notes	Academic Office Shared Drive	Various	Discard as Approved	Password Accessible

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
5/3/19	A	Initial Release

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ACADEMIC OFFICE OPERATIONAL PLAN

CURRICULUM WORKGROUP (CUR-P007) Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for the ongoing use of the Curriculum Workgroup Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Curriculum & Instruction Specialists
- 2.2 Principals
- 2.3 Teachers
- 2.4 Elected Board Members

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools

5.0 PROCEDURE:

- 5.1 Determine the need for the Workgroup
 - a) Identify Workgroup Members
 - b) Extend Invitation to Potential Members
 - c) Process Acceptance Responses
 - d) Confirm Workgroup Members
- 5.2 Meetings are scheduled on a monthly basis
- 5.3 Conduct Meeting
 - a) Members discuss the following:
 - 5.3.a.1 New Initiatives and Proposed Initiatives within Academics
 - 5.3.a.2 Solicit Feedback from members regarding all Initiatives,
- 5.4 Provide report that list, describe, and status of all initiatives.
 - a) The report will include the assimilation of member's feedback regarding all initiatives.

ACADEMIC OFFICE OPERATIONAL PLAN

- b) The report will provide roadmaps for implementing and sustaining all Academic related Initiatives.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Workgroup Member invitation Letter
- 6.2 Meeting Schedule
- 6.3 Monthly workgroup Reports

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Meeting Notes	Academic Office Shared Drive	Various	Discard as Approved	Password Accessible

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
5/7/19	A	Initial Release

*** * * E n d o f P r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

INSTRUCTIONAL MATERIALS NEW ADOPTION COMMITTEE (CUR-P008) Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for the ongoing use of the Textbooks New Adoption Committee of Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Curriculum & Instruction Specialists
- 2.2 Principals
- 2.3 Teachers
- 2.4 Parents
- 2.5 Students
- 2.6 Community Members
- 2.7 Elected Board Members

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools
- 4.2 CUR - Curriculum

5.0 PROCEDURE:

- 5.1 New Adoption Textbook Cycle is every 5 years by content area
 - a) Identify Committee Members by content area
 - b) Extend Invitation to Potential Members
 - c) Process Acceptance Responses
 - d) Confirm Committee Members
- 5.2 Conduct Committee Members Orientation Meeting
- 5.3 The New Adoption Process and Committee Members responsibilities are governed by the following District Procedure
 - a) CUR-P001 Adoption of Instructional Materials Procedures

ACADEMIC OFFICE OPERATIONAL PLAN

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Curriculum Procedures
- 6.2 Curriculum Associated Documents

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Meeting Notes	Academic Office Shared Drive	Various	Discard as Approved	Password Accessible

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
5/3/19	A	Initial Release

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ACADEMIC OFFICE OPERATIONAL PLAN

TEXTBOOKS FALL INVENTORY PROCEDURE (CUR-P009) Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for Conducting a First Semester Inventory in December by the Central Office Staff.

2.0 RESPONSIBILITY:

- 2.1 Curriculum & Instruction Specialists
- 2.2 Operations Coordinator for the Academic Office

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools
- 4.2 CUR - Curriculum

5.0 PROCEDURE:

- 5.1 Curriculum Specialists will conduct this preliminary inventory every Fall during the Month of December
- 5.2 For the Month of December, Judine Keplar, English Language Arts Curriculum Specialist, Grades 6-12, will provide training to all Curriculum Specialists
- 5.3 Each Curriculum Specialist will generate a report based on their Content Area.
 - a) Curriculum Specialists will log on to Destiny
 - b) Select “District”
 - c) Select “Textbook View”
 - d) Select “Reports”
 - e) Select “Textbook Reports”
 - f) Select “Title & Copy List
 - g) Enter Name of School and other Search Parameters
 - h) Select “Run Report”
- 5.4 When the Report is completed, Click on “View” to generate Report

6.0 ASSOCIATED DOCUMENTS:

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6.1 CUR AD024 Textbook Inventory Reports Tutorial With Screenshots

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Reports	Academic Office Shared Drive	1 year	Discard as needed	Password Accessible

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
11/10/19	A	Initial Release
11/14/19	B	5.2 and 5.3

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ACADEMIC OFFICE OPERATIONAL PLAN

COMMON FORMATIVE ASSESSMENTS (CUR-P010)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for Common Formative Assessments within Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Curriculum & Instruction Specialists
- 2.2 Teachers
- 2.3 Director of Curriculum & Instruction

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3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools
- 4.2 Common Formative Assessments – CFA
- 4.3 MAP – Missouri Assessment Program

5.0 PROCEDURE:

- 5.1 Common Formative Assessments Purpose – Provide short assessments based on the focus (power) standards that were identified from the MAP 2018
- 5.2 Common Formative Assessments are created by the Academic Team / Curriculum Specialists for All Content areas
 - a) This occurs every five weeks using the Achievement Series on Scantron
 - b) The schools use the data to drive instruction and provide re-teaching if necessary
- 5.3 The Curriculum Team analyzes the data to identify trends, areas of “grows” and “glows” and provide resources to help reteach

6.0 ASSOCIATED DOCUMENTS:

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
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ACADEMIC OFFICE OPERATIONAL PLAN

FOCUS OBSERVATIONS AND COACHING PROCEDURE (CUR-P011)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for Academic Instructional Coaches to focus on literacy instruction within Saint Louis Public Schools.

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2.0 RESPONSIBILITY:

- 2.1 Teachers
- 2.2 Academic Instructional Coaches
- 2.3 Coordinator of Academic Instructional Coaches
- 2.4 Curriculum & Instruction Specialist
- 2.5 Director of Curriculum & Instruction

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools
- 4.2 CAO – Chief Academic Officer
- 4.3 AIC – Academic Instructional Coaches

5.0 PROCEDURE:

- 5.1 AIC's should provide targeted coaching cycles on a weekly basis, closing a minimum of two coaching cycles per week.
 - a) AICs will keep a log of coaching cycles and complete their AIC log weekly to the Coordinator of Academic Instructional Coaches via the online log
 - b) AICs will submit to their principal a weekly log of the time, teacher, task, and topic of their coaching cycles using the principal reporting tool
- 5.2 AICs should observe a minimum of ten classrooms per week gathering data to inform coaching cycles, small group professional development, and school wide needs.
 - a) AICs will keep a log of their observations and the data collected
 - b) AICs will use Frontline or other approved observation tools to track observations and provide feedback

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- 5.3 AIC's use the analysis of student baseline data to target areas for focus in coaching and professional development
- a) AIC's provide coaching around instructional frameworks that contain priority reading standards;
 - b) AIC's provide targeted professional development to ELA teachers at the middle school level;
 - c) AIC's use differentiated training modules to turnkey with school teams (teaching reading in the content area, etc.);
- 5.4 AIC's receive ongoing professional development on literacy instruction and best practices of teaching and coaching.
- a) AIC's will have a "reading toolkit" to support teachers
 - b) AICs will have a "coaching toolkit" to support teachers

6.0 ASSOCIATED DOCUMENTS:

- 6.1 AIC Coaching Log Principal Communication Tool
- 6.2 AIC Coaching Log online survey
- 6.3 Coaching Framework: Jim Knight's Impact Cycle

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
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ACADEMIC OFFICE OPERATIONAL PLAN

FOCUSED INSTRUCTIONAL LEARNING WALK PROCEDURE

(CUR-P012)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used for conducting a Focused Instructional Learning Walk within Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Teachers
- 2.2 Principals
- 2.3 Curriculum & Instruction Specialist
- 2.4 Director of Curriculum & Instruction

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – St. Louis Public Schools
- 4.2 CAO – Chief Academic Officer
- 4.3 FILW – Focused Instructional Learning Walk
- 4.4 MAP – Missouri Assessment Program

5.0 PROCEDURE:

- 5.1 Analysis of School Data is used to target schools.
- 5.2 Monthly FILW Schedule is developed
- 5.3 FILW Guidance document is emailed to targeted school
- 5.4 Team arrives at school prior to the start of school.
 - a) The team is split into three separate groups;
 - b) The team has a conference with the principal and selected teachers to discuss school data.
 - c) FILW Classrooms Visits Schedule is share with the Principal and Teachers
- 5.5 The conference concludes and the three groups conduct classroom observations.

ACADEMIC OFFICE OPERATIONAL PLAN

- a) After the classroom observations The three groups confer and discuss their classroom observations;
- b) The groups debrief with the principal and selected teachers, and report out their findings (“grows” and “glows”)

5.6 FILW Report is created / next steps included

- a) Completed FILW report is emailed to Principal and teachers

5.7 FILW Team develops the FILW Follow-up Action Plan for the school

- a) Dates for FILW Follow-up visits included

5.8 Principal and teachers use the finding to drive improvement in instruction.

6.0 ASSOCIATED DOCUMENTS:

6.1 CUR-AD025 Template for FILW

6.2 CUR-AD026 Example of FILW Onsite Classroom Visits Schedule

6.3 CUR-AD027 Student Questions for Learning Walks

6.4 CUR-AD028 Example of completed FILW Report with next steps included

6.5 CUR-AD029 FILW Follow-up Plan Template

6.6 CUR-AD030 Focused Learning Walk Schedule Template

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
2/21/20	B	Added 6.1 – 6.6

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ACADEMIC OFFICE OPERATIONAL PLAN

ECE / ECSE MARKETING RECRUITMENT PLAN PROCEDURE (ECE-P001)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process for the Developing and Implementing the ECE / ECSE Marketing Recruitment Plan for in Saint Louis Public Schools

2.0 RESPONSIBILITY:

- 2.1 Assistant Superintendent for ECE/ ECSE
- 2.2 ECE / ECSE Staff
- 2.3 Institutional Advancement Staff
- 2.4 Recruitment and Counseling Staff

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Assistant Superintendent for ECE/ ECSE

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools
- 4.2 ECE – Early Childhood Education
- 4.3 ECSE – Early Childhood Special Education
- 4.4 ITR – Intent to Return

5.0 PROCEDURE:

5.1 ESTABLISH TIMELINES (October – November)

- a) Meet with Institutional Advancement, Recruitment & Counseling
 - 5.1.a.1 Discuss marketing and recruitment plans including marketing timelines, mass enrollment events, open house activities website updates and online sign-up and other methods for registering
- b) Discuss development of marketing materials
- c) Meet with school principals to share revised process
- d) Finalize marketing materials

5.2 PREPARE MATERIALS (December - January)

ACADEMIC OFFICE OPERATIONAL PLAN

- a) Prepare reminder letter to families outside neighborhood boundaries regarding returning to their neighborhood school
- b) Prepare Intent to Return (ITR) and marketing materials for distribution to schools
- c) Meet with principals to share timelines and provide process updates
- d) Prepare and distribute Intent to Return forms to schools
- e) Distribute information to parents about registration process
- f) Automated Phone Calls to families to alert/remind them that the ITR process has begun

5.3 IMPLEMENT MARKETING PLAN (February – March)

- a) Begin advertising mass enrollments (*1 north & 1 south*)
- b) Disseminate notifications to families that have completed the ITR process
- c) Distribute materials at all recruitment events internally/externally
- d) Meet with principals and meet with school level staff to share next steps in actual registration process
- e) Schools begin holding site based recruitment activities

5.4 REGISTRATION BEGINS (March)

- a) Schools submit completed intake (wait list) forms to ECE Office
- b) ECE Office distributes mailing to wait list families to alert about scheduling appointments
- c) ECE begins scheduling appointments based on intake forms.
- d) Advertising continues as needed with external sources

6.0 ASSOCIATED DOCUMENTS:

6.1 SLPS ECE / ECSE Marketing and Recruitment Plan

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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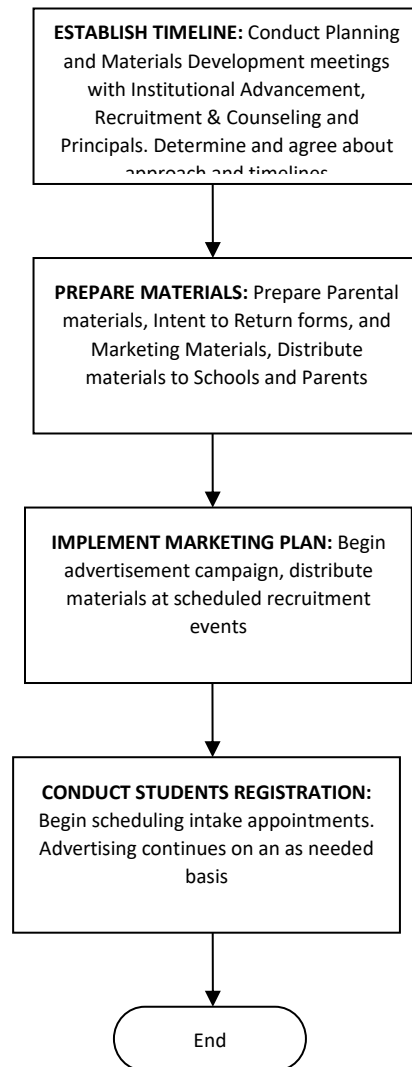
8.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Rev</u>	<u>Description of Revision</u>
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10.0 FLOWCHART:

9.1 Flowchart detailing this process can be found on the next page.

ACADEMIC OFFICE OPERATIONAL PLAN



*** End of procedure ***

ACADEMIC OFFICE OPERATIONAL PLAN

WITHDRAWAL FROM EARLY CHILDHOOD EDUCATION PRE – K PROGRAM PROCEDURE (ECE-P002) Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process for withdrawing students with excessive absences from the SLPS Early childhood Education Pre-K Program

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

2.0 RESPONSIBILITY:

- 2.1 Assistant Superintendent for ECE/ ECSE
- 2.2 Principal
- 2.3 Parent
- 2.4 Guardian
- 2.5 Student
- 2.6 Teacher
- 2.7 School Secretary
- 2.8 ECE / ECSE Clerk Typist

3.0 APPROVAL AUTHORITY:

- 3.1 Assistant Superintendent for ECE/ ECSE

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools
- 4.2 ECE – Early Childhood Education
- 4.3 ECSE – Early Childhood Special Education

5.0 PROCEDURE:

- 5.1 Determine if Student has **three** consecutive unexcused absences or eighteen hours
 - a) If Yes, Go to **5.3, “Warning Letter Process”** or
- 5.2 Determine if Student has **five** consecutive unexcused absences or thirty hours
 - a) If Yes go to **5.6, “Withdrawal Letter Process”**
- 5.3 **Warning Letter Process**
 - a) Teacher will notify the Principal and Parent / Guardian of the three consecutive unexcused absences.

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- b) School Secretary will notify the Assistant Superintendent for ECE / ECSE of the **three** consecutive unexcused absences or eighteen hours
- c) Teacher will schedule and Principal will conduct a Parent / Guardian conference (meeting) to discuss SLPS ECE/ECSE attendance policy

5.3.c.1 Teacher and Parent will seek a way to improve the Student's attendance (e.g., Home Visits, S.I.T. Teams, Social Workers, Counselors, etc...).

- d) The expectation is, "Student Attendance will improve".

5.4 Withdrawal Letter Process

- a) Assistant Superintendent for ECE / ECSE will send Enrollment Withdrawal Letter (Five consecutive unexcused absences or Thirty hours) to Parent / Guardian.
 - b) Teacher schedules and Principal conduct "withdrawal" meeting with Parent / Guardian.
 - c) School Secretary withdraws Student upon approval from ECE Office.
 - d) ECE / ECSE / PIIP Clerk Typist will update the Student Database in SIS.
- 5.4.d.1 The student will be placed at the bottom of the current waiting list.
- e) Assistant Superintendent for ECE / ECSE will contact the next family from the top of the waiting list.
 - f) The Family will have a grace period of seventy-two hours to respond and accept the enrollment slot in SLPS Pre-K program.
 - g) If accepted within the grace period, the Family, ECE / ECSE and School staff will conduct enrollment procedures

5.4.g.1 If not accepted within the seventy-two hours grace period, the Assistant Superintendent for ECE / ECSE will contact the next Family on the waiting list.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Attendance Warning Letter (three consecutive absences or eighteen hours)
- 6.2 Enrollment Withdrawal Letter (five consecutive absences or thirty hours)

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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8.0 RECORD RETENTION TABLE:

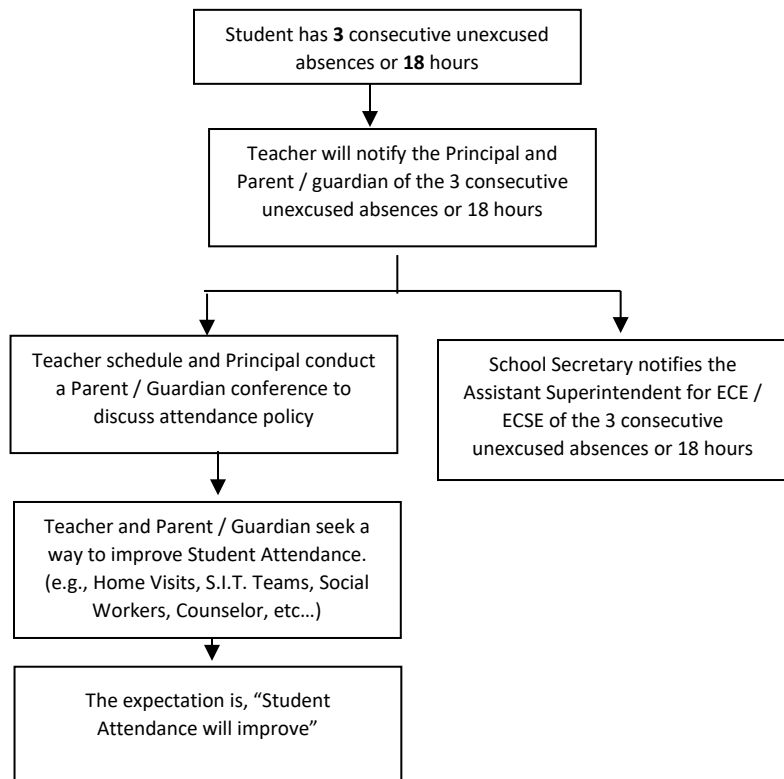
<u>Identification</u>	<u>Rev</u>	<u>Description of Revision</u>
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9.0 FLOWCHART:

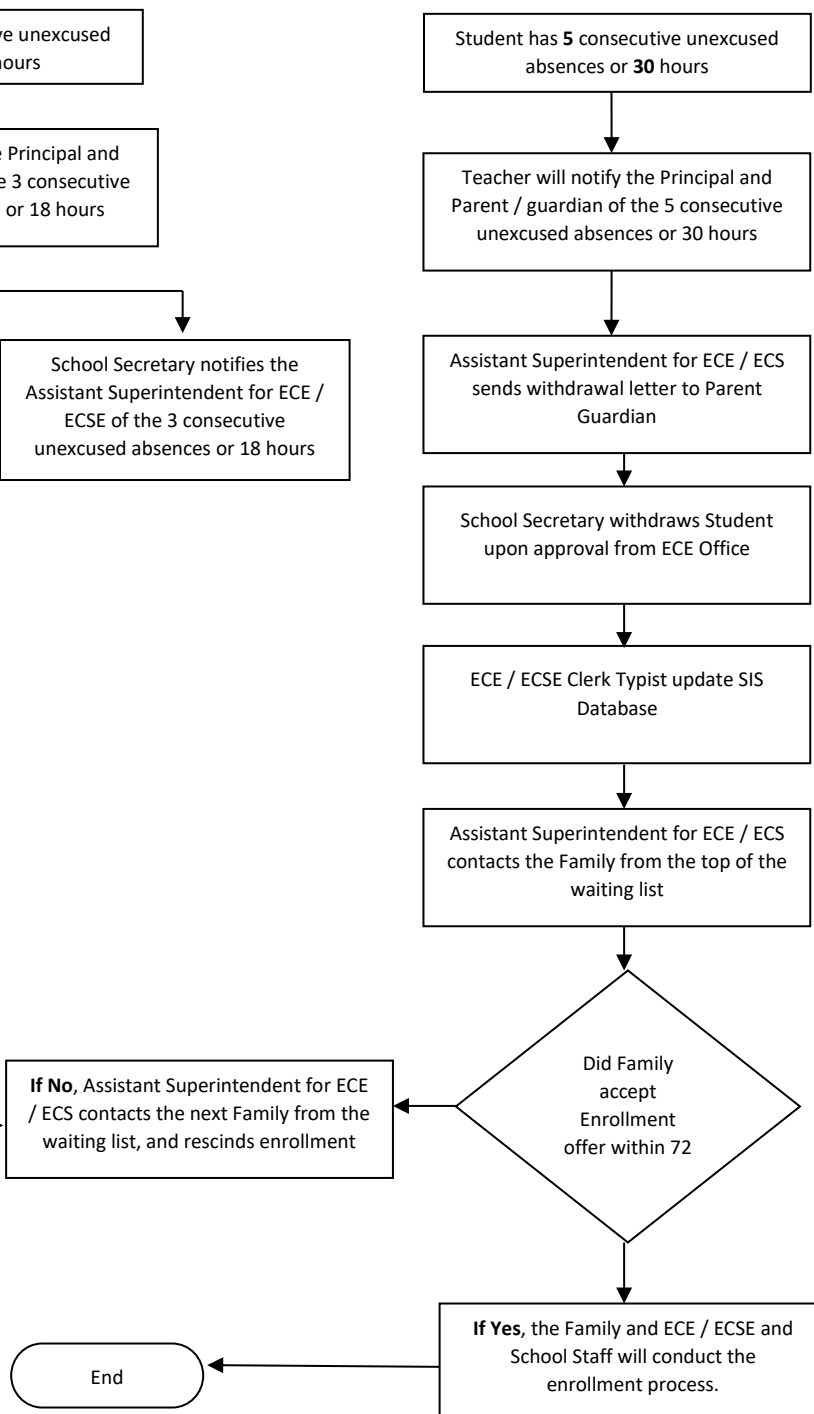
9.1 Flowchart detailing this process can be found on the page below.

ACADEMIC OFFICE OPERATIONAL PLAN

WARNING LETTER



WITHDRAWAL LETTER



*** End of procedure ***

ACADEMIC OFFICE OPERATIONAL PLAN

REGISTRATION FOR NEW EARLY CHILDHOOD EDUCATION STUDENTS PROCEDURE (ECE-E003)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process for the registration of new ECE Students in Saint Louis Public Schools

2.0 RESPONSIBILITY:

- 2.1 Assistant Superintendent for ECE/ ECSE
- 2.2 Principal
- 2.3 Parent
- 2.4 Guardian
- 2.5 Student
- 2.6 Teacher
- 2.7 School Secretary
- 2.8 ECE / ECSE Clerk Typist

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Assistant Superintendent for ECE/ ECSE

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools
- 4.2 ECE – Early Childhood Education
- 4.3 ECSE – Early Childhood Special Education

5.0 PROCEDURE:

5.1 INTAKE PROCESS

- 5.2 Parents / Guardians schedule an “intake” appointment with the ECE / ECSE staff
- 5.3 At intake appointment, Parents / Guardians provides copies of the required documentation to the ECE / ECSE Staff
- 5.4 ECE / ECSE reviews the following documentation for accuracy
 - a) Official Birth Certificate
 - b) Parent / Legal Guardian Identification

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- c) Proof of Residency
- d) Proof of annual Income
- e) Current Immunization Record for Student
- f) Health Insurance Card
- g) Current Physical (including Lead and hemoglobin results by child physician)
- h) Dental Form completed by Child's Dentist

5.5 REGISTRATION PROCESS

5.6 During the intake appointment, the Parents / Guardian will complete applicable SLPS ECE / ECSE forms

5.7 ECE / ECSE Staff reviews the following completed forms for accuracy

- a) New registration form
- b) Health & Nutrition Questionnaire
- c) ECE / ECSE Preschool collaboration Program form
- d) Education & work History form
- e) Family needs / Strengths Assessment form
- f) Parent Agreement form
- g) Child Care Enrollment form
- h) HIPAA release of health information
- i) Risk Assessment for TB
- j) Exchange / Release form

5.8 FILE REVIEW PROCESS

5.9 Upon successful review of all submitted and completed documentation, the ECE / ECSE Staff awards an approval letter to the Parents / Guardians

- a) Award letter is discussed with parent (especially the transportation section)
- b) The Parent / Guardian provides a copy of the approval letter to the school upon school site registration

5.10 (If needed); ECE / ECSE staff fax copies of the Approval letter, and Health and Nutrition form to the receiving school

5.11 DATA ENTRY PROCESS

5.12 ECE / ECSE Staff maintains ECE / ECSE data entry files / spreadsheets for the following data points

- a) New Gen ED Students

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- b) Returning Students
- c) Magnet Schools Students
- d) Special Education Students
- e) Head Start Students
- f) ELL Students

5.13 Once all ECE / ECSE Students are assigned to class within the Student Information System (SIS); the ECE / ECSE Staff will generate a daily SIS report called ROSS5

5.14 Data from the SIS5 report is uploaded into the ECE / ECSE PreK Daily Stats report.

5.15 FILE MANAGEMENT PROCESS

- a) .ECE / ECSE staff prepares
- b) Each folder is labeled

5.15.b.1 ECE / ECSE Office folder contains original documents

5.15.b.2 Completed file folders are kept in the ECE / ECSE Office

6.0 ASSOCIATED DOCUMENTS:

6.1 SLPS ECE / ECSE Students Registration Manual

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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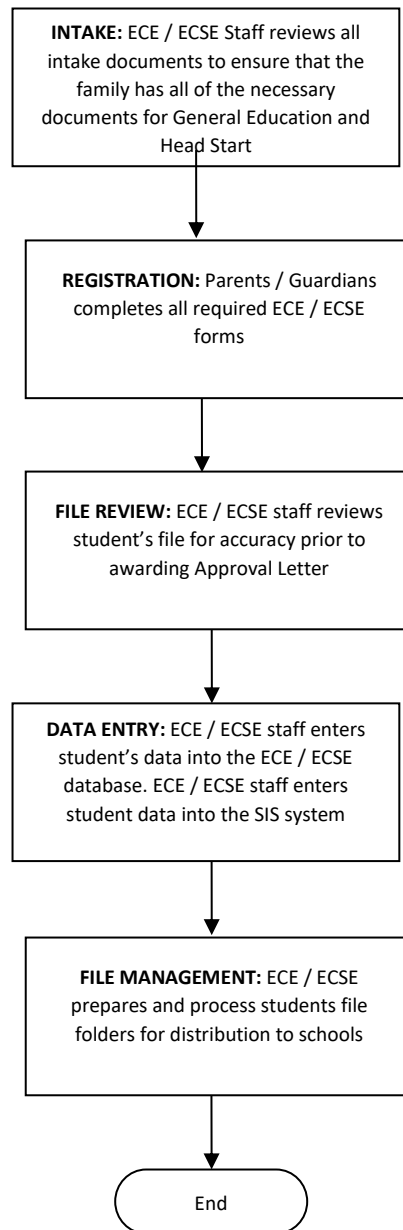
8.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Rev</u>	<u>Description of Revision</u>
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11.0 FLOWCHART:

9.1 Flowchart detailing this process can be found on the next page.

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*** End of procedure ***

ACADEMIC OFFICE OPERATIONAL PLAN

REGISTRATION FOR RETURNING EARLY CHILDHOOD EDUCATION STUDENTS PROCEDURE

(ECE-E004)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process for the registration of Returning ECE Students in Saint Louis Public Schools

2.0 RESPONSIBILITY:

- 2.1 Assistant Superintendent for ECE/ ECSE
- 2.2 Principal
- 2.3 Parent
- 2.4 Guardian
- 2.5 Student
- 2.6 Teacher
- 2.7 School Secretary
- 2.8 ECE / ECSE Clerk Typist

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Assistant Superintendent for ECE/ ECSE

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools
- 4.2 ECE – Early Childhood Education
- 4.3 ECSE – Early Childhood Special Education
- 4.4 ITR – Intent to Return

5.0 PROCEDURE:

- 5.1 During the Month of February, School Staff will assist “returning families with completing the Intent to Return Form
- 5.2 School Staff forwards Intent to Return (ITR) information to the ECE / ECSE Office
 - a) ITR data is used in support of determining available seats for the upcoming school year
- 5.3 During the month of February all returning families must provide the following the documents to the school
 - a) RE-Entry registration form

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- b) Parent Agreement form
- c) HIPAA release of health information
- d) Risk Assessment for TB
- e) Birth Certificate

5.4 During the month of August all returning families must provide the following the documents to the school

- a) Updated Proof of residency – current unpaid utility bill
- b) Updated Proof of Annual Income
 - 5.4.b.1 Current tax return, or;
 - 5.4.b.2 TANF Letter, or;
 - 5.4.b.3 SSI Letter / Statement, or;
 - 5.4.b.4 Current Food Stamp Summary
- c) Any missing Health Required documents

5.5 TRANSFER STUDENTS

- a) Families that are planning to transfer their child to another school should complete a parental request form and fax it, 314-244-1705 to the EC/ECSE office. Parents must make request for transfer and indicate what school.

5.6 DATA ENTRY PROCESS

5.7 ECE / ECSE Staff maintains ECE / ECSE data entry files / spreadsheets for the following data points

- a) Returning Students
- b) Magnet Schools Students
- c) Special Education Students
- d) Head Start Students
- e) ELL Students

5.8 Once all ECE / ECSE Students are assigned to class within the Student Information System (SIS); the ECE / ECSE Staff will generate a daily SIS report called ROSS5

5.9 Data from the SIS5 report is uploaded into the ECE / ECSE Pre-K Daily Stats report.

5.10 FILE MANAGEMENT PROCESS

- a) .ECE / ECSE staff updates returning students file folders
- b) Each folder is labeled
 - 5.10.b.1 ECE / ECSE Office folder contains original documents

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5.10.b.2 School folder contains copies of the documents

5.10.b.3 Files are recorded in the database

5.10.b.4 Completed file folders are kept in the ECE / ECSE Office

6.0 ASSOCIATED DOCUMENTS:

6.1 SLPS ECE / ECSE Students Registration Manual

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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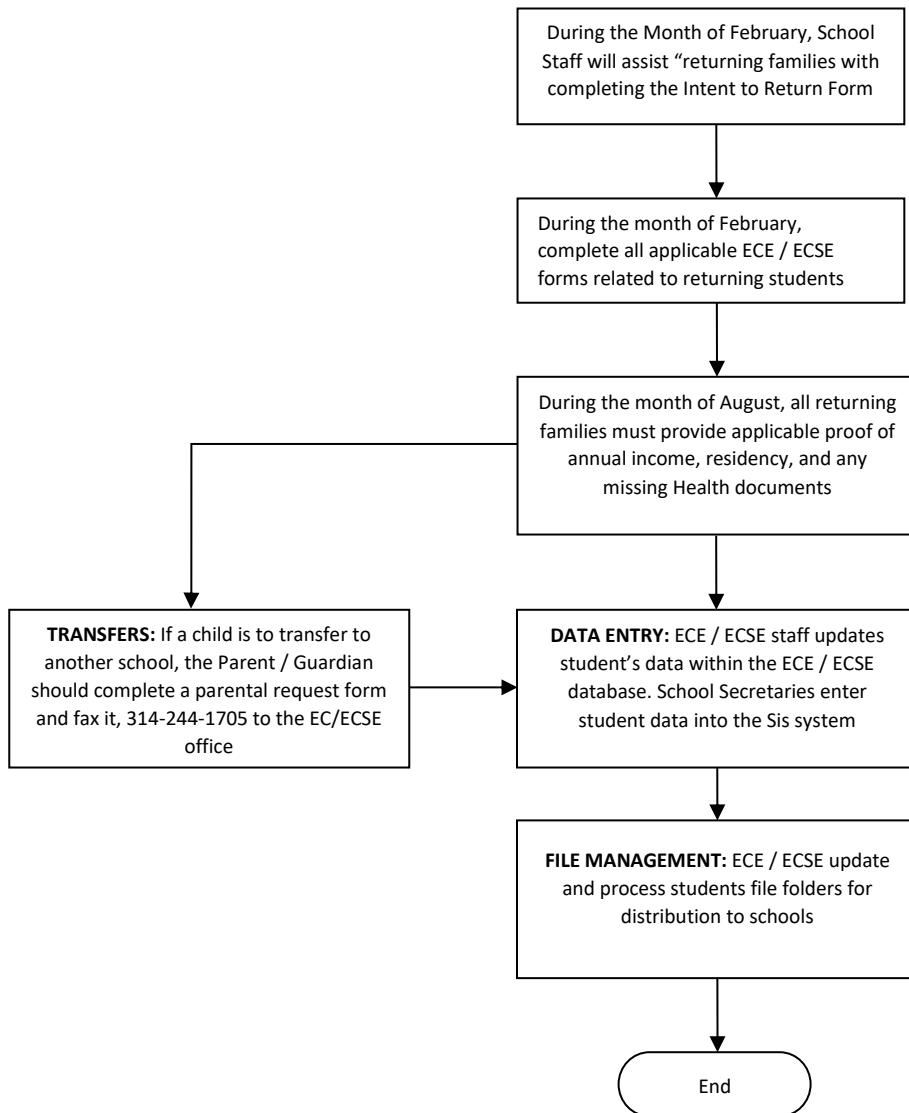
8.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Rev</u>	<u>Description of Revision</u>
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12.0 FLOWCHART:

9.1 Flowchart detailing this process can be found on the next page.

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*** End of procedure ***

ACADEMIC OFFICE OPERATIONAL PLAN

INITIAL EVALUATION PROCESS – AGENCY REFERRAL PROCEDURE (SPED-P001)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the procedures for the Initial Evaluation Process – Agency Referral for Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Student
- 2.2 Parents
- 2.3 Agency
- 2.4 Special Education Department

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Director for Special Education

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools
- 4.2 LEA – Local Education Agency

5.0 PROCEDURE:

- 5.1 Student Participates in pre-referral strategies and process in general education Strategies
- 5.2 Agency Determines if there is reason to suspect a disability
- 5.3 **If YES**; this is the date of referral for special education. Provide Procedural Safeguards with 5 schools days; **GOTO 5.4**
 - a) **If NO**; LEA continues to provide interventions within general education settings
- 5.4 Conduct a Review of Existing Data within 30 calendar days of referral. This starts the evaluation process
- 5.5 If no additional data needed – provide parents prior written notice of Action for initial Evaluation; **GOTO 5.6**
 - a) If Additional Data needed – provide Parents Prior written Notice of Action for initial evaluation
 - b) Receive written consent from parent / guardian
 - c) Conduct Evaluation; **GOTO 5.7**

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- 5.6 Receive written consent from parent / guardian
- 5.7 Conduct Eligibility Determination Meeting within 60 calendar days of receipt of consent for initial evaluation
- a) **For Eligible students**, develop IEP within 30 calendar days of eligibility determination; provide parent with prior written Notice of action for initial services and an Evaluation Report; **OR**
 - b) For Ineligible Students provide parent with prior written Notice of Action – ineligibility and an Evaluation Report

6.0 ASSOCIATED DOCUMENTS:

6.1

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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10.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
10/30/19	A	Initial Release

*** * * E n d o f p r o c e d u r e * * ***

ACADEMIC OFFICE OPERATIONAL PLAN

INITIAL EVALUATION PROCESS – PARENT REFERRAL PROCEDURE (SPED-P002)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the procedures for the Initial Evaluation Process – Parent Referral for Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Student
- 2.2 Parents
- 2.3 Special Education Department

The online version of this procedure is official. Therefore, all printed versions of this document are unofficial copies.

3.0 APPROVAL AUTHORITY:

- 3.1 Director for Special Education

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools
- 4.2 SPED – Special Education Department

5.0 PROCEDURE:

- 5.1 SPED receives a parent referral (verbal or written) Determines if there is reason to suspect a disability; **OR**
 - a) For ECSE: Referrals from First Steps are parent referrals; referrals from outside agencies such as Head Start, PAT or childcare providers require parent contact to determine if parent desires referral.
- 5.2 Provide procedural safeguards within 5 school days of parent request.
- 5.3 SPED staff determines if there is a reason to suspect a disability.
- 5.4 **If THERE IS, A REASON** to suspect a disability a Review of Existing Data is conducted within 30 calendar days of parent referral. This starts the evaluation process.; **GOTO 5.5**
 - a) **If THERE IS NO REASON** to suspect a disability, provide the parent with a Notice of Action – Refused within 30 calendar days of parent referral. If no additional data needed – provide parents prior written notice of Action for initial Evaluation; **GO TO 5.6**
- 5.5 If Additional Data needed – provide Parents Prior written Notice of Action for initial evaluation
 - a) Receive written consent from parent / guardian

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- b) Conduct Evaluation; **GOTO 5.7**
- 5.6 Receive written consent from parent / guardian
- 5.7 Conduct Eligibility Determination Meeting within 60 calendar days of receipt of consent for initial evaluation
 - a) **FOR ELIGIBLE STUDENTS** develop IEP within 30 calendar days of eligibility determination; provide parent with prior written Notice of action for initial services and an Evaluation Report; **OR**
 - b) **FOR INELIGIBLE STUDENTS** provide parent with prior written Notice of Action – ineligibility and an Evaluation Report

6.0 ASSOCIATED DOCUMENTS:

6.1

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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11.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
11/1/19	A	Initial Release

***** End of procedure *****

ACADEMIC OFFICE OPERATIONAL PLAN

PRINCIPAL AND ASSISTANT PRINCIPAL INFORMATION/ MEETING REQUEST PROCEDURE

(LDV-P001)

Academic Office

1.0 SCOPE:

- 1.1 This procedure is applicable when principals and/or assistant principals are requested to attend a meeting, submit a report, or respond in any way to Central Office personnel.

2.0 RESPONSIBILITY:

- 2.1 Deputy Superintendent for Academics
- 2.2 Network Superintendents
- 2.3 Director for Leadership Development

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3.0 APPROVAL AUTHORITY:

- 3.1 Deputy Superintendent for Academics

4.0 DEFINITIONS:

- 4.1 n/a

5.0 PROCEDURE:

- 5.1 The **request for information** should be submitted to the Chief Academic Office and not directly to the building level administrator.
 - a) The Chief Academic Office determines the feasibility of the request and forwards the request to either the appropriate Central Office Division or to the Network Superintendents and/or the building level administrator.
- 5.2 The **request for report** should be submitted to the Chief Academic Office and not directly to the building level administrator.
 - a) The Chief Academic Office determines the feasibility of the request and forwards the request to either the appropriate Central Office Division or to the Network Superintendents and/or the building level administrator.
- 5.3 The **request for meetings of any type** should be submitted to the Chief Academic Office and not directly to the building level administrator.
 - a) The Chief Academic Office determines the feasibility of the request and forwards the request to the Leadership Development Office to calendar any such actions.
- 5.4 The **request for placement on the agenda of the regularly scheduled Leadership Development Professional Learning Experience (PLE) for principals and assistant principals** should be submitted to the Leadership Development Office.

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- a) The Leadership Development Office fields the requests and submits the agenda to the Chief Academic Office with collaborative approval.
- b) All requests must be submitted no later than 3 weeks prior to the regularly scheduled Leadership Development Professional Learning Experience (PLE) per the calendar set at the beginning of the fiscal year.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Request for Information / Report from Building Leadership (LDV-AD001)
- 6.2 Request for Meeting Building Leadership (LDV-AD002)
- 6.3 Request for Placement on the Agenda (LDV-AD003)

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
AD001	Electronic	Permanent	Permanent	Electronic
AD002	Electronic	Permanent	Permanent	Electronic
AD003	Electronic	Permanent	Permanent	Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
04/01/2008	A	Initial Release
09/27/2019	B	Revision

*** * * E n d o f p r o c e d u r e * * ***

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CONTACT HOURS PROCEDURE (PDV-P002)

Academic Office

1.0 SCOPE:

- 1.1 This procedure discusses the process that is used to report professional development contact hours for Saint Louis Public Schools

2.0 RESPONSIBILITY:

- 2.1 Department Heads

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3.0 APPROVAL AUTHORITY:

- 3.1 Director for Professional Development
- 3.2 PD Specialist- MyLearningPlan/Frontline
- 3.3 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools
- 4.2 DESE – Department of Elementary and Secondary Education

5.0 PROCEDURE:

- 5.1 Site staff records professional development hours on the professional development contact hour log within MyLearningPlan/Frontline.
- 5.2 Copies of the logs are documented within the MyLearningPlan/Frontline system and are verified by the principals.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Contact hour log
- 6.2 Individual Professional Development Plan (IPDP)
- 6.3 Mentor Logs (as applicable)
- 6.4 Professional Development Portfolio

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Contact hour Log	Electronic	5 years	Deletion	Electronic
IDP Plan	Electronic	5 years	Deletion	Electronic

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Mentor Log

Electronic

5years

Deletion

Electronic

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
04/01/2008	A	Initial Release
09/27/2019	B	Revision

* * * E n d o f p r o c e d u r e * * *

ACADEMIC OFFICE OPERATIONAL PLAN

CALENDERING PROFESSIONAL DEVELOPMENT (PDV-W001) Academic Office

1.0 SCOPE:

- 1.1 This work instruction discusses the process that is used to schedule/ calendar professional development for Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Department Heads

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3.0 APPROVAL AUTHORITY:

- 3.1 Director for Prof Development
- 3.2 PD Specialist- MyLearningPlan/Frontline
- 3.3 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools

5.0 PROCEDURE:

- 5.1 Go to the MyLearningPlan/Frontline website.
- 5.2 Select “Professional Development Offerings”.
- 5.3 Enter in the calendar: event, date (mm-dd-yy format), title, and target audience, start and stop time (24hr format – 3:00 p.m. = 15:00), location w/ address, room, contact person and phone number, and division. Multiple events can be input at one time. Any revisions should be reported monthly.
- 5.4 Reserve / secure the room and obtain district authorization before submitting to professional development.
- 5.5 Enter professional development on an ongoing basis.

6.0 ASSOCIATED DOCUMENTS:

N/A

7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
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8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
04/01/2008	A	Initial Release
09/27/2019	B	Revision

* * * E n d o f i n s t r u c t i o n * * *

ACADEMIC OFFICE OPERATIONAL PLAN

SUMMARY & REPORTING CALENDER REPORT (PDV-W002)

Academic Office

1.0 SCOPE:

- 1.1 This work instruction discusses the process that is used to consolidate the professional development calendar for Saint Louis Public Schools.

2.0 RESPONSIBILITY:

- 2.1 Director for Prof Development
2.2 PD Specialist- MyLearningPlan/Frontline

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3.0 APPROVAL AUTHORITY:

- 3.1 Director for Prof Development
3.2 PD Specialist- MyLearningPlan/Frontline
3.3 Deputy Superintendent for Academics / CAO

4.0 DEFINITIONS:

- 4.1 SLPS – Saint Louis Public Schools

5.0 PROCEDURE:

- 5.1 Go to the MyLearningPlan/Frontline website.
5.2 Select "Report".
5.3 Enter the selection criteria and run report.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 Event sign-in sheets

7.0 RECORD RETENTION TABLE

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
Event sign-in Sheets	Electronic	1 year	Discard after 1 year	Secured Electronic File

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Rev.</u>	<u>Description of Revision:</u>
04/01/2008	A	Initial Release
09/27/2019	B	Revision

*** End of procedure ***