



Continuous School Improvement Plan

UPDATED 2023

**Working Together to Forward Every
Student's Pursuit of Excellence**



Introduction

A Joint Message from: Board President Matt Davis and Interim Superintendent Dr. Nicole Williams

We are excited and confident that 2022-23 is going to be a pivotal school year for Saint Louis Public Schools (SLPS)! Momentum is building and we are looking forward to innovating at every opportunity. On behalf of the entire Board of Education of the City of St. Louis and school leadership, we are pleased to invite you to join us in the process.

In this guide, we are detailing the transformative work we have done in updating our strategic plan, **"Transformation Plan: Gearing Up 4 The Future."** This document, along with the accompanying Scorecard, outlines how we will measure our progress toward goal achievement in support of our students, families, staff and community. Both documents are evergreen and will be updated regularly and posted at (slps.org/CSIP2023.) In addition to addressing districtwide goals, you will also learn more about our groundbreaking work in tackling the tough issues of funding, trauma, and homelessness in education legislation. The document also details efforts to center the community on creating a Citywide Planning for Education.

In the meantime, schools across the nation continue to struggle with retaining essential workers who made personal decisions to leave the job market during the global pandemic. Although we are making progress, we still have difficulty retaining teachers, bus drivers, maintenance workers, custodians and office personnel.

Mental health became an even greater priority while students were studying virtually and were isolated from friends, teachers, coaches, and mentors. Even two years after the pandemic, many of our families are still coming to terms with losses of jobs and healthcare.

The federal Elementary and Secondary Education Response (ESSER) funds are helping us navigate our recovery. After surveying their communities, each school has its own ESSER plan. Together we are working hard to make sure programs and resources are put in place that will endure long after that funding is exhausted.

Academically, we are excited about the ESSER plans for accelerating student achievement districtwide. You will hear the phrase "deeper learning" often. It is a focus on critical thinking and science, and technology education that will successfully usher SLPS students into a 21st Century workforce. We have implemented innovative new technology and science, a new slate of before- and after-school programs and expanded social-emotional supports for students and families.

In a series of unprecedented compensation increases and incentives for teachers and all staff, we continue to work on attracting and retaining the best of the best because that is what our students deserve. The best is yet to come and we are pleased to invite you along in our pursuit of equity and excellence.

This is just the beginning. It is our privilege to partner in ushering in this new era. As the Board works to select the next superintendent, that person will enter with all that is needed to propel us forward into a future that is bright and full of possibilities.

Matt Davis, Esq.
Board President

Nicole Williams, Ph. D.
Interim Superintendent

GEARING UP 4 THE FUTURE





Mission

We will provide a quality education for all students and enable them to realize their full intellectual potential.

Vision

Saint Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.



Core Beliefs

- All children can learn, regardless of their socio-economic status, race, or gender
- The African American Achievement Gap can be eliminated
- Parents must be included in the education process
- Competent, caring, properly supported teachers are essential to student learning
- The community must be involved in encouraging high achievement for all children
- The Saint Louis Public Schools are obligated to help students overcome any obstacles that may hinder their learning by forming partnerships with the entire community



WHAT IS A TRANSFORMATION PLAN?

The leaders of Saint Louis Public Schools (SLPS) first introduced the District's strategic plan, or "**Transformation Plan (TP)**" in 2015-2016. After months of administrative, community, staff and student planning, the plan addressed five critical areas of concentration designed to increase student and teacher success in all schools.

The plan is evergreen and now in its fourth iteration. It is regularly updated to reflect the changing needs of students Pre-K through grade 12. In 2019, the Equity Pillar was added to ensure that the right resources were distributed to the right students. This was also the year that the District launched its first **Culture and Climate Survey through Panorama**. (The second followed in 2021).

In 2019-2020, the District completed an extensive **Community Visioning** process involving in-person community forums on school consolidation plans. As a result, seven schools were closed, and a high school reverted to a middle school. This was the catalyst of two major board initiatives. The Board of Education of the City of St. Louis' **Citywide Plan for Education Committee** brings stakeholders together to transform education in St. Louis through the creation of 21st Century Schools and the **Legislative and Advocacy Committee** now guides governmental affairs.

In the middle of it all, the **global pandemic** shifted the nation's focus to public safety. At SLPS, administrator and school leaders learned they have the capacity to make major decisions quickly and pivot as needed to create safety protocols, virtual lesson plans and provide technology to every student. Transformation Plan 3.0 became obsolete and that was okay. Over time, the American Rescue Plan's **Elementary and Secondary School Emergency Relief Funds** (ESSER I, II and III) helped establish new goals, accelerated the work, and propelled the District farther and faster than was thought possible.

Through the coordinated efforts of the Board, administration, staff, students, families, communities, and partners and volunteers the District was able to continue delivering quality education in the face of one of the greatest challenges of our times.

This document is reflective of the lessons learned in the pandemic experience as well as culture and climate studies and parent, staff, student and community surveys and focus groups. It represents a renewed perspective on what is possible for SLPS students today and tomorrow and it's called:

"Transformation Plan 4 Gearing Up 4 the Future!"



ALL STUDENTS ENGAGE IN RIGOROUS COURSEWORK OPPORTUNITIES

Saint Louis Public Schools are on the forefront of educational innovation as it pertains to well-paid and emerging careers. Administrators, teachers, counselors, and social workers are committed to providing a wide range of individualized programs and courses that fit the needs of every student. We hold high expectations for our students. Our highly qualified staff prioritize resources, equipment and unique experiences and supports to ensure achievement in college, career, military, and entrepreneurship.

Student Supports

- Before-After school programs
- Free full-day preschool
- Gifted programs
- Innovative Literacy
- Magnet, Choice & Neighborhood schools (among top schools in the state)
- Organized sports
- Free breakfast and lunch
- Free transportation at one mile
- Free school supplies
- Green Schoolyards- Outdoor learning
- Wide range of extra-curricular programs
- Camp SLPS - free summer program
- Students in Transition (unhoused)
- Volunteers/Mentors/Partners

Health and Wellness

- Healthiest Places to Work
- Healthy schools awards
- Schools receive top honors
- Free Hazel Health online diagnosis & treatment from the classroom
- Free Dental treatment
- Vaccine clinics
- Trauma and Social-Emotional Supports
- District dedication to environmental health

College and Career Readiness

- AP courses
- International Baccalaureate
- Learn & Earn - paid internships
- General Internships
- Early College Academy/Dual Enrollment
- Finish Line College Prep Program for students in the middle
- Certificate Achievement Program in the trades such as Flobotomy, construction
- Magnet schools feature emphasis in bioscience and medicine, law, visual & performing arts, culinary arts, cybersecurity, aviation, etc.
- JROTC and NJROTC programs

Staff Supports

- Professional Development
- Re-Design Fellows Program for Select Principals Annually - Stipends provided
- Highly-Competitive Compensation Package
- Paid tuition
- Certification support
- Classroom Supports (aides, techs, etc.)

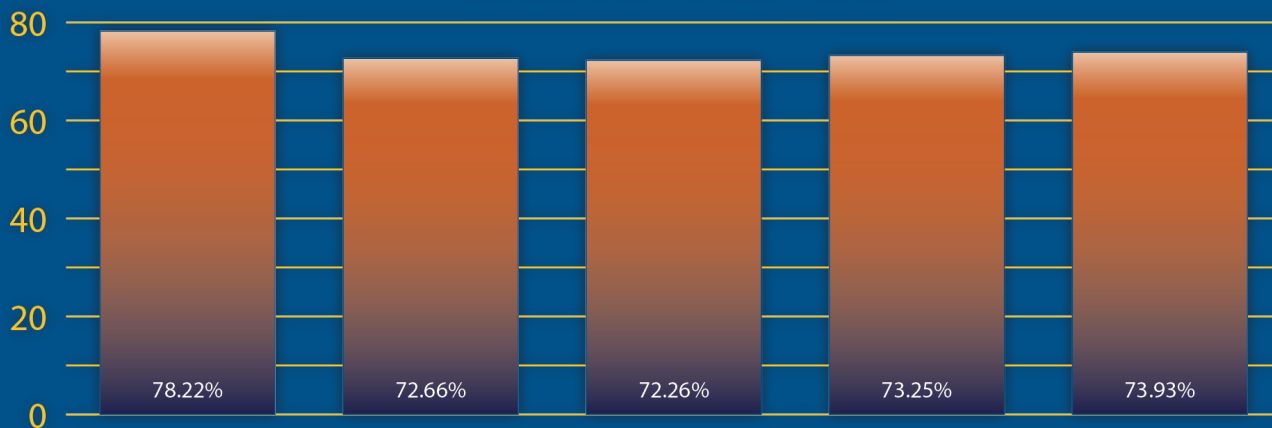
Globally Prepared

- Seal of Bi-Literacy
- One-to-one technology and free internet access
- Verizon Lab
- STEM/STEAM programs and emphases
- Robotics
- E-Sports
- 3D printing

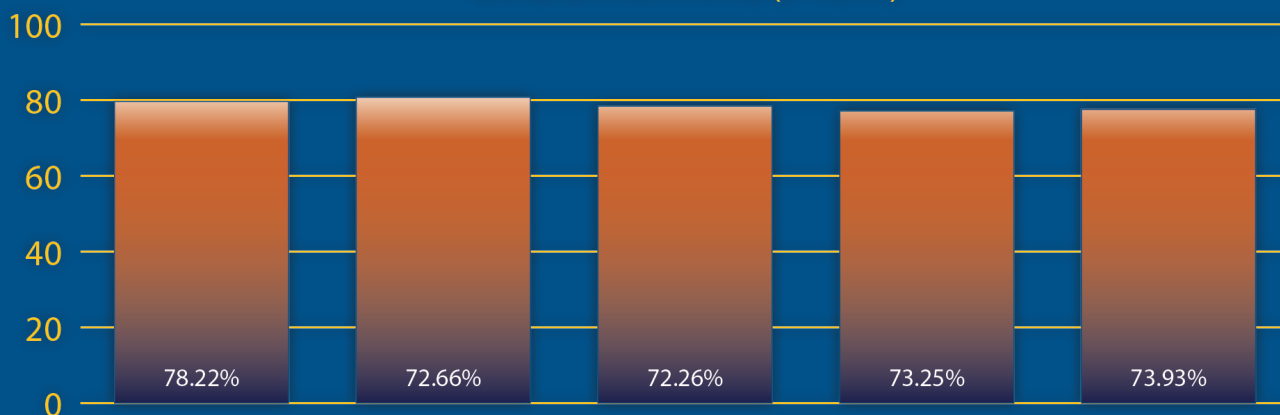


Our Students

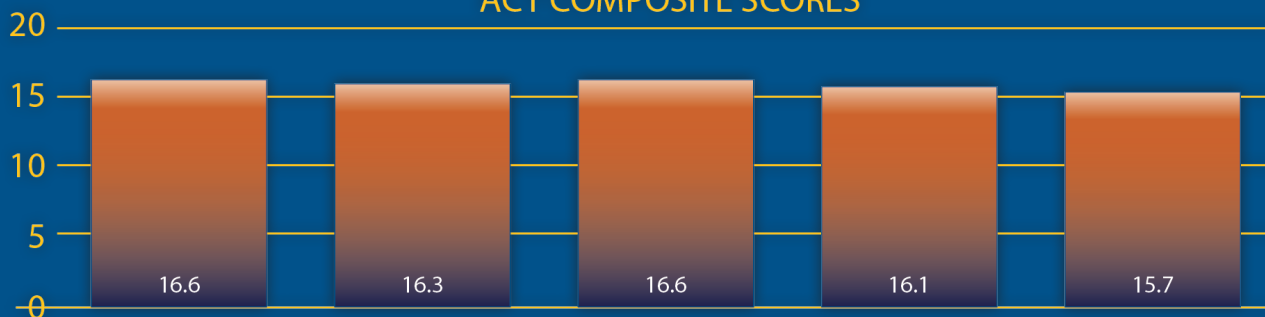
GRADUATION RATE (4-YEAR)



GRADUATION RATE (5-YEAR)



ACT COMPOSITE SCORES

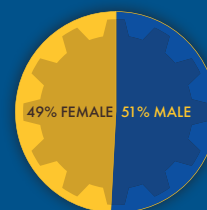


77% African American
 7% Hispanic/S. American
 >1% Multiracial
 12% White/Caucasian
 3% Asian/Pacific Islanders
 >1% American Indian

18,832 Current SLPS Students

Spanish (1,029 students)
 Arabic (170 students)
 Swahili (191 students)
 Pashto (134 students)
 Dari (111 students)
 Vietnamese (62 students)

50 Languages Spoken



Gender

Presently, the District tracks gender based on the birth certificate on file.

Overview

SLPS TRANSFORMATION STRUCTURE



Pillar 1

Create a System of Excellent Schools

Pillar 2

Advance Equity and Fairness Across the System

Pillar 3

Cultivate Leaders Who Foster Culturally Responsive Learning Environments

Pillar 4

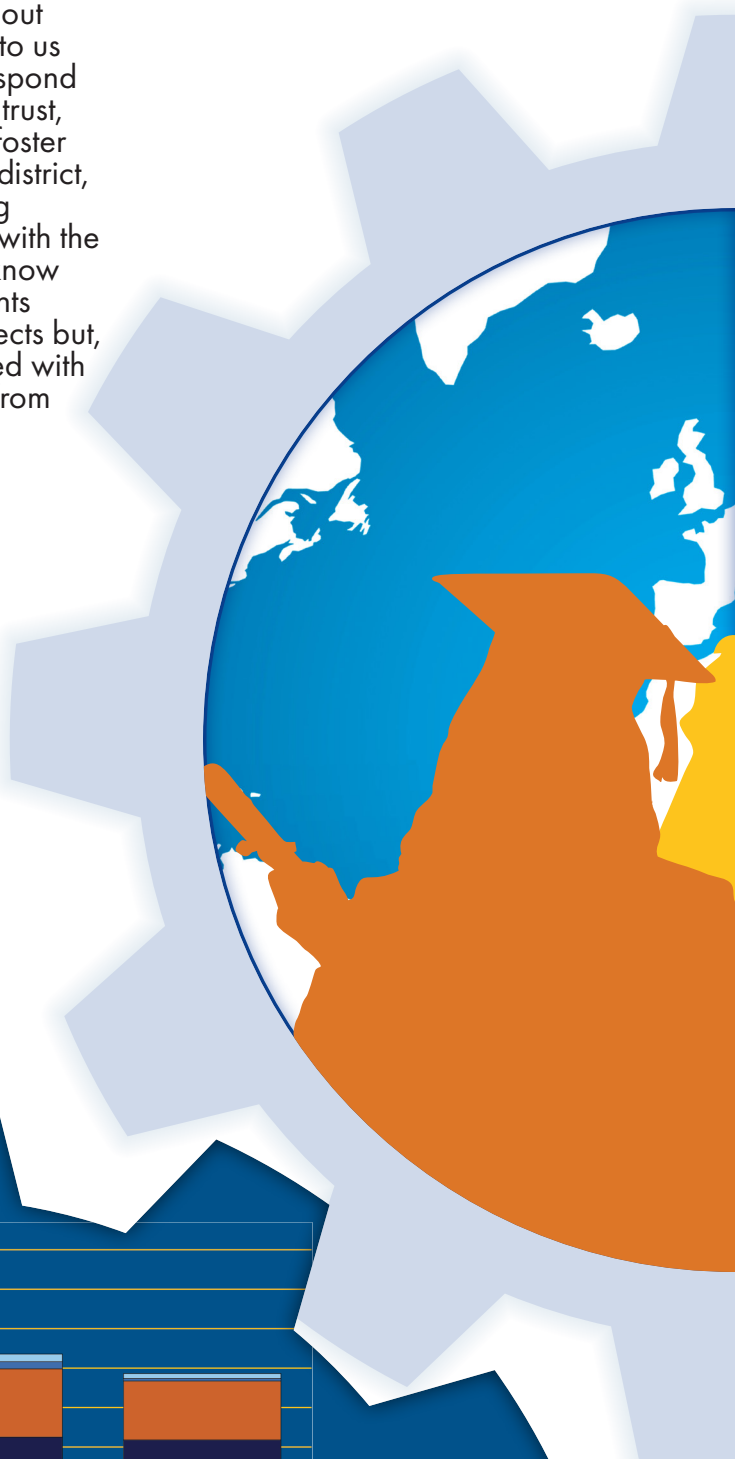
Ensure Students Learn to Read and Succeed

Pillar 5

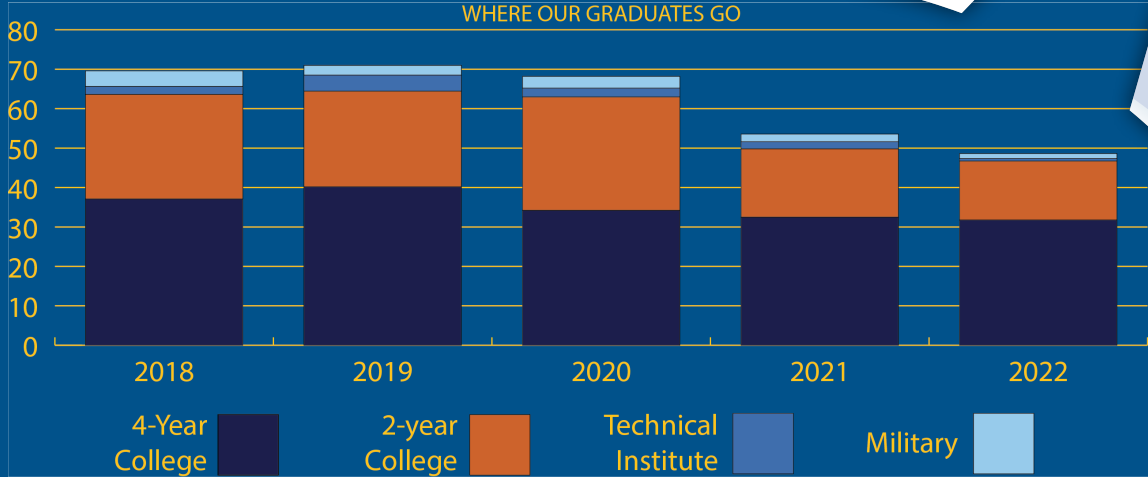
Grow Community Partners And Resources That Support The District's Transformation Plan

THEORY OF CHANGE

District leaders who are supporting the Pillars, or transformation goals, outlined in this document understand that none of the Pillars stand alone. In order for real, transformative change to occur, it requires all Pillars working together to provide our students the knowledge, skills, and opportunities they need to succeed in school and in life. Working together, we have created what we call our, "Portrait of a Graduate." Information pulled from leaders, staff and students show that there are certain skills that are considered essential and others that round out a student's education. We acknowledge that all students come to us with varying interests, goals, and abilities and that not all will respond to the offerings the District provides in the exact same way. We trust, however, that if we provide the resources and experiences that foster growth and development, and apply them equitably across the district, every student will find what he or she needs to excel. Everything offered in this document – everything we do each day– we do with the best interests of our students in mind and in ways in which they know they are seen, and their voices are heard. We have measurements attached to our goals to track the success of programs and projects but, not all change is easily measured. We believe that when applied with care and fidelity, we have a framework that will move students from where they are, to where they want to go.



WHERE OUR GRADUATES GO



PORTRAIT OF A GRADUATE

College and Career Ready

- Exposed to diverse opportunities and options
- Life planner
- Purpose-driven
- Independent/self-directed learner
- Possesses skills to navigate life's experiences

Change Agent

- Engaged civically and committed to justice and peace
- Desires to improve circumstances for themselves and others
- Advocates for self and others
- Motivated to excel
- Is a role model for others
- Active in their communities (home, school, and work)
- Envisions a better life for everyone

Critical Thinker

- Anticipates, identifies, and evaluates issues and uses multiple resources to solve problems in a variety of ways
- Thinks systemically and understands the interdependence across systems
- Inquisitive

Communicator

- Speaks effectively and purposefully
- Writes clearly and powerfully

Competent

- Exhibits a sense of belonging, self-awareness, agency, sympathy, compassion, resilience, and grit

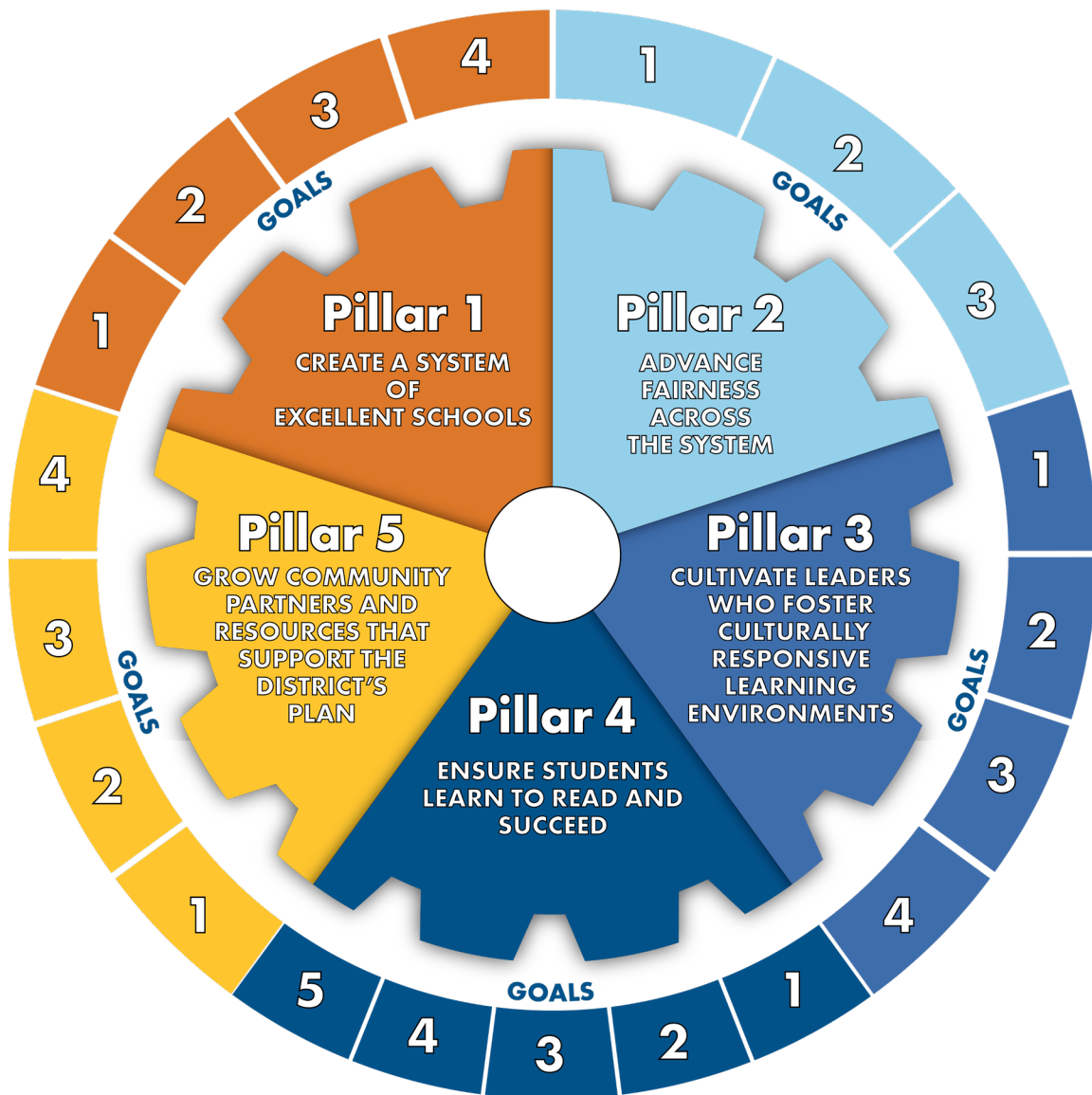
Culturally Aware

- Explores diversity in people and experiences
- Values art and humanities in their diverse forms and respect creative expression of interests, talents, and historical expression
- Is bilingual

Collaborator

- Understands the value of teamwork and seeks out diverse ideas and opinions
- Works well with others, a team player
- Exhibits empathy and compassion

SLPS Tomorrow- Achieving the Vision



Glossary

Transformation Plan 4.0 (TP4) – Our strategic plan, launched in 2018 as our Transformation Plan. The plan is evergreen and is currently in its fourth (TP4) iteration and will continuously be evaluated and upgraded as necessary.

Pillars – The five targeted areas identified in the Transformation Plan are called “Pillars.” Each Pillar team has developed goals and activities that will complement, correlate, and easily combine with work in other Pillars. Forward movement occurs in the successful intersection of these pillars.

Pillar Team Leads – These are district administrators who have responsibility for much of the work under a particular Pillar. In pursuit of excellence in the target area, the leads coordinate the work of a diverse group of contributors.

Key Performance Indicators (KPIs)- KPI’s help us determine which strategies and tactics are working and which must be revised or optimized in order to better serve students and families.

Pillar 1

CREATE A SYSTEM OF EXCELLENT SCHOOLS

This Pillar team explored the concept of “creating a system of excellent schools,” and what that would look and feel like. Excellence in the educational experience starts with the bus or car ride to school. It continues with the greeting at the door for students and parents and on through the ride home. Excellence then moves to ensuring that every student has what is needed to achieve educational goals. Success requires end-to-end accountability on the part of all school and district teams.

Pillar 2

ADVANCE FAIRNESS AND EQUITY ACROSS THE SYSTEM

The Equity Pillar was introduced in 2019 to address opportunity and resource gaps among our diverse population of approximately 19,000 students; all with individual needs that can impact academic success, physical and mental well-being. At SLPS, equity means ensuring that all students have access to educational rigor, resources and supports designed to maximize academic success and social and emotional well-being.

Pillar 3

CULTIVATE LEADERS WHO FOSTER CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS

The District entered the second phase of the Panorama: Culture and Climate survey in 2022-2023. Admittedly, it's a challenge to manage both the cultural surveys and the global pandemic, but District leaders have let one, inform the other in the interest of making swift and effective moves forward. In order to ensure that school leaders are able to reshape their classroom environments, the District remains committed to more timely and effective communication, more professional development and, more targeted training in support of not only culturally responsive environments.

Pillar 4

ENSURE STUDENTS LEARN TO READ AND SUCCEED

Learning and Teaching and its impact on scholar (student) growth and achievement is our “core business” as a school district.

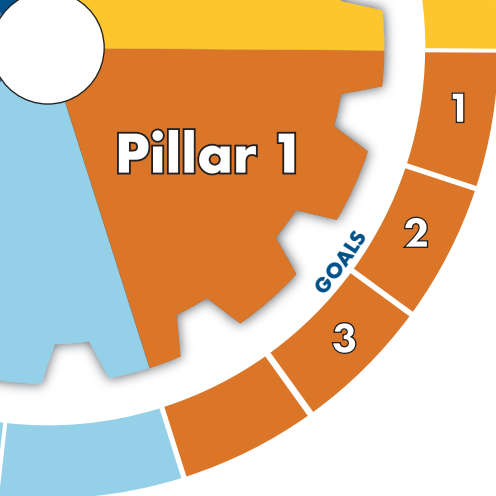
By educating the whole child through high-quality instruction and learning experiences that accelerate growth for scholars (students), with an understanding of inclusive education (general education, special education, English language learners, and gifted & talented) and those scholars furthest from educational justice, we will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of scholars (students), providing high-quality, culturally-considerate/culturally responsive instruction, curricula, and social emotional learning supports.

Pillar 5

GROW COMMUNITY PARTNERS AND RESOURCES THAT SUPPORT THE DISTRICT'S TRANSFORMATION PLAN.

This Pillar team cultivates and grows partnerships among a variety of stakeholder groups in service to our schools, students and families. This work is key in providing critical information and support to schools, students, staff and families. Over the past two years, strong community support from long-term and support-driven partners helped the District and the SLPS Foundation accelerate overall Transformation Plan pillar goal attainment.





CREATE A SYSTEM OF EXCELLENT SCHOOLS



Pillar Leadership

Cheryl VanNoy, Deputy Superintendent- Accountability, Assessment, Technology Services, Student Records and Data

Angie Banks, Chief Financial Officer

Square Watson, Deputy Superintendent -Operations

Dr. Derrick Mitchell, Network Superintendent

Tyler Archer, Principal- Nance Elementary

Clarissa Buckley, Director Human Resource Operations

Dr. Claire Crapo, Director- Innovation and Implementation

Lou Kruger, Director- Student Placement (Magnet and Choice Schools)

Dr. Deidra Thomas-Murray, Director- Office of Students in Transition

Objectives:

- 100% of schools will achieve full accreditation
- Maintain a fund balance of at least 30% (of budget)
- 98% of teachers will be certified (in the area they teach)
- 90% of all work orders will be completed within 30 days
- Lessen impact of ongoing bus driver shortage on students and families
- Manage Proposition S projects for facilities repairs and improvements (passed by 87%, Aug 2, 2022)

Pillar Highlights

- Created a clear vision of an “Excellent School”
- Established accountability through a performance management system
- Allocated funds to high priority initiatives
- Provided targeted goals and useful data to schools to help drive performance outcomes
- Created a safe (healthy) and welcoming school environment
- Fostered Turnaround Concepts - Redesign Fellows program for Principals and Consortium Partnership Network (CPN)
- Conducted Edmentum online study



Pillar 1

CREATE A SYSTEM OF EXCELLENT SCHOOLS



GOAL 1: By 2024-25, SLPS will reinforce advanced accreditation goals. All schools will earn a minimum of 70% in MSIP VI Annual Performance Report metrics.

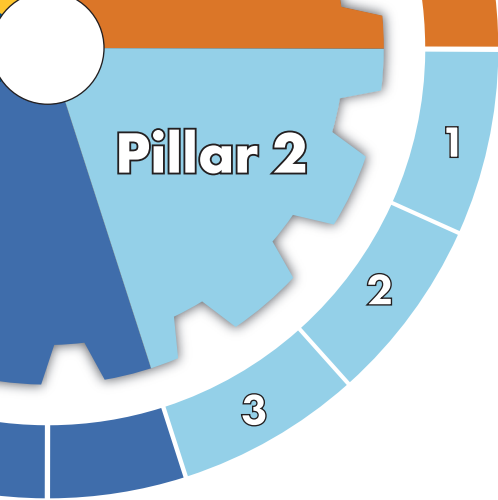
GOAL 2: By 2023-2024, SLPS will maintain a minimum 30% unrestricted fund balance per Board policy allowing more funds for sustainable strategic initiatives.

GOAL 3: By the end of the 2022-2023 school year, innovative staffing and recruitment practices will have increased retention rates by 5 percent across all job types (1-3 years from hire date) and 90% of all vacancies will be filled at the start of each semester.

GOAL 4: By 2023-24, all 71 Saint Louis Public School buildings will be in compliance with an Energy Star score of 75 or higher.

Strategic Activities

- Create and provide support and training around changes in the Missouri School Improvement Process (MSIP) and specific goals to each of the domains in MSIP VI.
- In 2023, The Council of Great City Schools (CGCS) will conduct a transportation audit to ensure efficiency and efficacy. Transportation improvements are also part of collaboration conversations within the Board's Citywide Plan for Education (CWPE). The CWPE is designed to help re-engineer education experiences and opportunities into the 21st Century.
- Provide resources supporting welcoming school environments for all families and other stakeholders.
- Provide support and training programs to increase awareness of expectations in attendance, appropriate behavior, and academic strategies for student success.
- Provide support and guidance to turnaround concepts.
- Create and provide support and training around changes in the Missouri School Improvement Process (MSIP) and specific goals to each of the domains in MSIP VI.
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- Provide resources supporting welcoming school environments for all families and other stakeholders.
- Provide support and training programs to increase awareness of expectations in attendance, appropriate behavior, and academic strategies for student success.
- Provide support and guidance to turnaround concepts.
- Identify an Onboarding Ambassador at each school/location to welcome new hires into the organization.
- Expedite the hiring experience to ensure new hires may report to work within two – three weeks.
- Conduct two follow-up interviews with new hires to determine additional supports needed.
- Create a robust vacancy tracking tool to facilitate job postings and provide hiring managers real-time updates on staff rosters and allocations.
- Increase participation in the exit interview surveys (Human Resources).
- Maintain awareness of and track changes in local, state, and federal energy savings programs.
- Monitor Energy Star score annually. Monitor utility cost and usage. Create and provide targeted energy usage goals for each facility.
- Promote environmental stewardship and sustainable practices by adding more "Green" schools.
- Engage community partners in providing environmental training and support to schools.
- Enhance curb appeal to contribute to each school's welcoming environment.
- Provide suggestions and resources to assist in the compliance.



ADVANCE FAIRNESS ACROSS THE SYSTEM



Objectives:

- Increase high school dual credit, advanced and elective courses
- Increase/retain students of color in the Gifted program
- Decrease chronic absenteeism among K-12 students
- Increase Community Partner supports to schools
- Increase services to English Language Learners
- Create an Accountability Plan Template for all Schools
- Create school-wide plans to support or improve attendance

Pillar Leadership

Dr. Michael Brown, Deputy Superintendent- *Student Support Services*
Karen Jones, Network Superintendent
Crystal Gale, Network Superintendent
Jayme Major, Legal Counsel
Isaac Pollack, Associate Superintendent
Deandre Davis, Director *Safety and Security*

Pillar Highlights

- Developed Equity Guide
- Developed a system to test and assess students Pre-K through third grade
- Facilitate the process for Gifted program acceptance
- Create school-wide plans to support or improve attendance
- Create a public awareness campaign on Mental Health for children and adults
- Hazel Health Inc., an online program launched in 2022-2023, providing all students (parental permission required) access to exams and treatment by pediatricians and physician's assistants



Pillar 2

ADVANCE FAIRNESS ACROSS THE SYSTEM



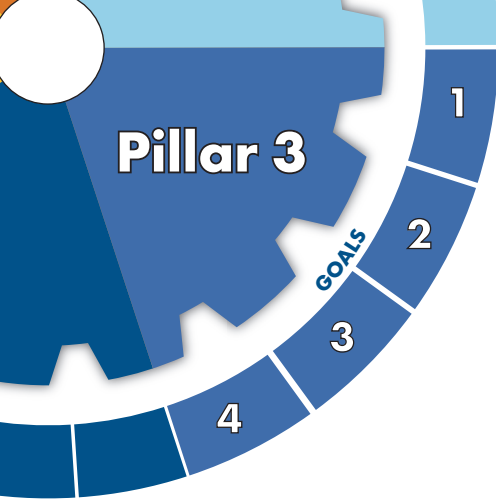
GOAL 1: By May 2023, SLPS schools will remove barriers and help all students access academic enrichment experiences, such as fields trips, enrichment programs and elective courses by 10%, as evidenced by two-year comparison data.

GOAL 2: By the end of the 2022-2023 school year, SLPS will provide access to medical care for all students through telehealth medical services.

GOAL 3: By the end of the 2022-2023 school year, SLPS will have increased the number of mental health partners and breadth of services and students and staff will be more aware of supports available to them inside and outside of school.

Strategic Activities

- Increase the number of Advanced Placement /Elective Courses offered to ensure college and career readiness.
- Offer flexible scheduling to allow for more academic enrichment opportunities and extra-curricular experiences.
- Communicate the benefits of a new telehealth service that, with parental permission, will provide students in-school access to virtual diagnostic services. Physicians and physician assistants will provide on-demand consultation, diagnosis, treatment and follow- ups.
- Provide telehealth training to school nurses and medical designees in every school.
- Increase the number of (K-12) providers of mental health issues including suicide prevention, de-escalation of violence (conflict resolution), and pressures on specific groups of students.
- Increase (K-12) mental self-awareness through a social emotional learning curriculum and platform.
- Engage students and families through mental health campaigns.



CULTIVATE LEADERS WHO FOSTER CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS



Objectives:

- At least 33% of newly hired principals will be trained to enter the leadership pipeline
- Achieve an annual teacher retention rate of at least 84%
- Achieve a 75% satisfaction rate for District's support of discipline issues
- Reduce percentage of out-of-school (OSS) suspensions by 10% and reduce number of students with more than two OSS's by 30%

Pillar Leadership

Charles Burton, Chief Officer- *Human Resources*
Candice Boyd, Director- *Special Education*
Sara Martens, Director- *Academic Instructional Coaches*
Dr. Jeanine Zitta, Network Superintendent
Dr. Sean Nichols, Principal- *Sumner High School*
Dr. Myra Pendleton Berry, Director- *Performance Management*
Dr. Wanda Clay, Coordinator- *St. Louis Plan*
Casetta Brown Coordinator- *School Culture and Climate*

Pillar Highlights

- Enhanced compensation packages for teachers and staff
- Negotiated equity pay for hard to fill positions/schools
- Completed Panorama Culture and Climate Study in its third iteration
- Created new pipeline partnerships with high education has led to more new hires (25% of our new Hires came through the pipeline in 2022)
- Provided relocation assistance for teachers moving from more than 50 miles away
- Introduced paid student teaching program (pay while you work)



Pillar 3

CULTIVATE LEADERS
WHO FOSTER
CULTURALLY RESPONSIVE
LEARNING ENVIRONMENTS



GOAL 1: By June 30, 2025, SLPS will have developed a program that provides professional development to leaders districtwide in order to foster effective, culturally responsive learning environments.

GOAL 2 By 2025, SLPS will achieve an annual retention rate of at least 85% of its teaching work- force (90% of its teachers of color; 90% of male teachers), as measured on June 30th of each year.

GOAL 3: By 2025, SLPS-provided coaching and support will be ranked at “satisfactory or above” by at least 75% of leaders districtwide.

GOAL 4: By 2025, all SLPS leaders will receive training and support to implement proactive, restorative and culturally responsive practices. This work will change the dynamics of relationships between students and leaders which will lead to fewer Out-of-School Suspensions (OSS) and repeat suspensions.

Strategic Activities

- Review, revise, resource, re-team, and reinstate SLPS leadership development pipeline.
- Expand pipelines to include non-certs, persons without degrees and current high school students.
- Create professional learning and opportunities for Teacher Leaders who remain in the classroom.
- Focus groups for staff regarding their wants around teacher and leader professional development.
- Provide culturally responsive teaching practices, training and tools to teachers and leaders.
- Develop school-based implementation plans that identify and provide strategies to gaps in professional development.
- Ensure individual employee performance plans are reviewed regularly with interventions as needed.
- Create mentoring experiences to ensure staff are satisfied in their positions and successful abilities to impact student achievement.
- Revise evaluation to include cultural competencies.
- Develop and implement a plan for addressing mental health for our teachers and leaders.
- Work with each school team to identify and provide strategies to address gaps in professional development.
- Revise evaluation document that is inclusive of cultural competencies and ensure each employee performance plan is reviewed frequently and supported throughout the year.
- Create mentoring experiences to ensure each employee's satisfaction and ability to impact student achievement.
- Develop and implement a plan for addressing mental health for our teachers and leaders.
- Promote innovative instructional practices and learning opportunities that support specialized instruction.
- Create and provide a framework for training, coaching, and evaluating.
- Develop appropriate professional development and support plans to ensure fidelity of implementation.
- Expand trauma-informed practices.



ENSURE STUDENTS LEARN TO READ AND SUCCEED



Pillar Leadership

Dr. Marion Smith Jr. – *Deputy Superintendent of Academics*

Dr. Beth Bender – *Associate Superintendent, College & Career Readiness.*

Dr. Angela Glass – *Network Superintendent*

Dr. Benicia Nanez Hunt – *Principal, Long International*

Dr. Kimberly Moody – *Director, Curriculum & Instruction*

Dr. Alla Gonzalez Del Castillo – *Director, English to Speakers of Other Languages (ESOL)*

Dr. Samantha March – *Director, Early Childhood Education*

Dr. Sara Martens – *Interim Director, Academic Instructional Coaches*

Natasha Mitchell, Ed.S. – *Interim Director, Virtual Learning & Gifted Education*

M. Leanne White, Ed.S. – *Director, Healthy Schools Initiatives*

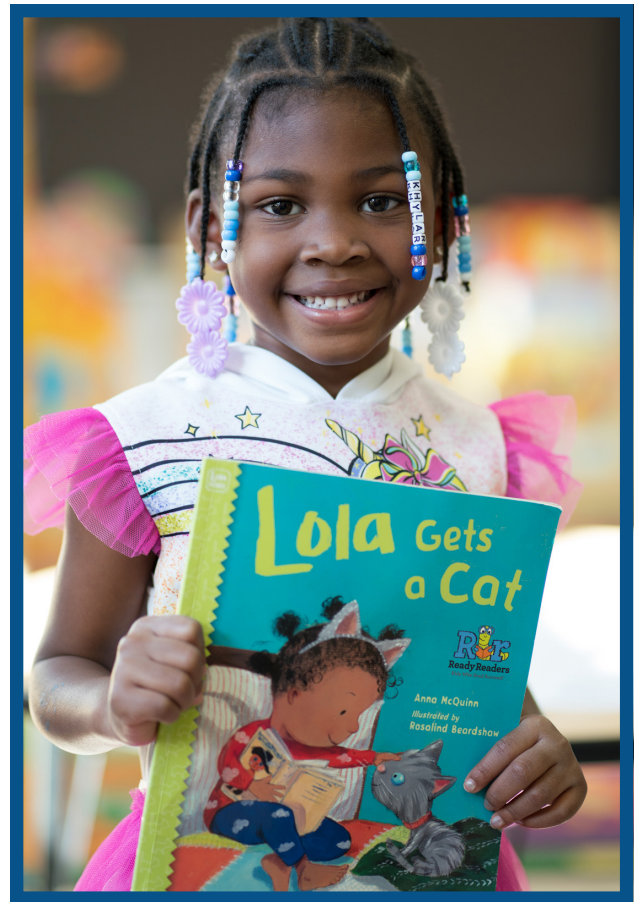
Dr. Kay Royster – *Specialist, K-12 Literacy / Reading*

Pillar 4

ENSURE STUDENTS
LEARN TO READ
AND SUCCEED

Pillar Points of Pride

- **Academic Instructional Coaches:**
 - » Year-long Technology Integration PD and Playbook
 - » Collaborative Lesson Analysis Protocol
- **College & Career Readiness:**
 - » Learn and Earn Program
 - » Early College Academy
 - » Career and Education Certificate
 - » College Admission Advisors
- **Early Childhood Education:**
 - » 85% of Pre-K scholars kindergarten ready as evidenced by Spring 2021 Desired Results Development Program (DRDP) Assessment
- **ESOL**
 - » Implementation of ELL Progress Monitoring
 - » Development of ESOL Teacher Quarterly Expectations
 - » Training and implementation of Co-teaching for ELLs and Sheltered Instruction Observation Protocol (SIOP)
- **Gifted Education:**
 - » Universal Screening for all 2nd grade students
- **Literacy / Reading Intervention:**
 - » DESE-awarded grant to support Science of Reading LTRS Training
 - » Conceptualized, developed, and implemented a reading intervention program for eligible students in grades 3-5, designed to ensure that students are keeping pace with the daily lessons and closing accrued gaps in reading/literacy achievement. An Individualized Reading Success Plan is developed for each participating student.
 - » Received a grant award from the MO Department of Elementary and Secondary Education to support the reading intervention program.
 - » Thirty-five Title I schools are eligible for participation in the reading intervention program. A certified reading intervention teacher/specialist is assigned to each participating school.
- **Virtual Learning/Technology Integration:**
 - » K-8 Coding & Robotics CS Pathway (K-5 “Dash” robots, Middle School Lego Spike Prime)
 - » District-wide data collection for technology integration strategies
 - » One-to-one technology in all schools and classrooms during the instructional day



Pillar 4

ENSURE STUDENTS
LEARN TO READ
AND SUCCEED



EARLY CHILDHOOD

GOAL 1: By 2026, a minimum of 90% of PK-4 scholars will demonstrate mastery of kindergarten readiness skills

Strategic Activities

- Implement the ready-to-learn framework for all Pre-K scholars
 - » Project Construct (recalibration training for all ECE staff new/returning)
 - » Implementation of adopted literacy curriculum resources with PD / PL for Savvas
- Develop a strong transition between Pre-K and kindergarten
 - » Develop and implement a “Beginnergarten” program with early learning transition plan
- Ensure professional learning experience opportunities are available to create highly-skilled teachers, implement the standards-based curriculum and curriculum resource with fidelity and provide scholars with well-planned, play-based, high-quality learning experiences daily
- Use of Teaching Strategies Gold (TSG) approach to address early assessment and support practices for identified literacy objectives for development & learning
- Prioritize increased enrollment in North City schools

Kindergarten-12th Curriculum and Instruction

GOAL 2: By the end of 2026, each scholar will have access to grade-level content within current curriculum resources 100% of the time.

Strategic Activities

- Support the delivery of a guaranteed and viable curriculum in all core content areas via the implementation and support of a standards-based curriculum plan.
 - » Focus on Tier 1 instruction
- Adopt and implement system-wide, a blended learning lesson planning tool that promotes the use and implementation of problem solving and critical thinking via the 5E Model, which focuses on allowing scholars to understand a concept over time through a series of established steps or phases (Engage, Explore, Explain, Elaborate, and Evaluate).
- Implement the use of instructional resources and strategies that teach and promote the use of problem-solving and critical thinking skills in each subject area.
- Implement the use of quarterly common formative and summative assessments that assess and measure proficiency in academic standards in ways that are reflective of the MAP and EOC exams.
- Development and implementation of a district-wide Multi-tiered Systems of Support (MTSS) model
 - » Update All Standards-Based Curriculum Plan Documents to include MTSS protocols and Supports
 - » Provide ongoing MTSS support to teachers and school leaders via professional learning and content level-tiered support services,
 - » In collaboration with PD/PL Department develop and support Districtwide MTSS framework
 - » Full implementation of ELA Tier 1 and Tier 2 interventions. 2. Initial implementation of Math Tier 1 and Tier 2 interventions

Pillar 4

ENSURE STUDENTS
LEARN TO READ
AND SUCCEED



COLLEGE AND CAREER READINESS

GOAL 3a: By 2026, 95% of graduating seniors will be positively placed per DESE standards (in college, military or working in their studied CTE area) per a 180 Day Graduate Follow Up Report.

GOAL 3b: By 2026, 95% of 9th graders will have a 2.0 or higher GPA.

Strategic Activities

- Expand the alignment of college and career programming and District Partnerships
- Implementation of High School and Beyond Plan
- Align academic standards to the demands of college and workforce
- Adding Work Keys readiness to CTE instruction
- Continue to add applicable IRC's and stackable credentials to Career Pathways
- Expansion of Learn and Earn Programming
- Development of core CTE class curriculum for all offerings
- Continue to develop and align partnerships with local colleges, universities and organizations to create pathways to post-secondary education opportunities and career opportunities
- Continue to provide and monitor College and Career Advisors to all high schools
- Continue to facilitate, support and monitor Freshmen Success Teams at all high schools
- Continue to utilize CCR Trackers for all 12th grade students to facilitate post-secondary plans

Virtual Learning & Technology Integration

GOAL 4: By the end of school year 2026, 100% of teachers in grades PK-12 will show increased frequency of high-leverage technology integration strategies (as measured by the Technology Integration Matrix tool.)

Strategic Activities

- Provide comprehensive and targeted professional learning for all educators on transformational technology integration (based on the Technology Integration Matrix tool)
- Ongoing professional development and coaching for school leaders and AICs to support teachers in implementing strategies to transform teaching and learning through the effective integration of technology
- Create a playbook to support educators in the transformational learning priority areas
- Support the effective integration of productivity and collaboration tools (with a major focus on the Microsoft 365 tools) to promote college and career readiness for all scholars
- Development and implementation of K-12 Computer Science and Coding Pathway

Pillar 4

ENSURE STUDENTS
LEARN TO READ
AND SUCCEED



English to Speakers of Other Languages (ESOL) / English Language Learners (ELL)

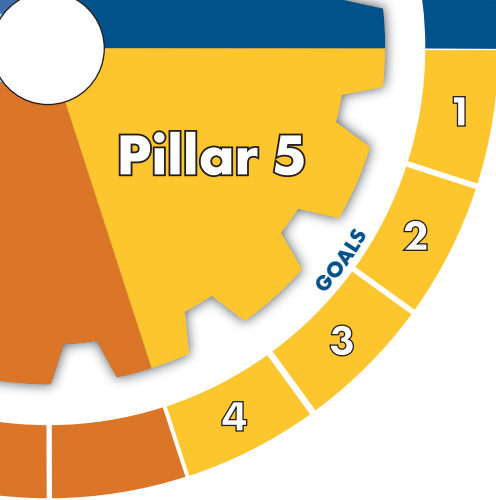
GOAL 5a: Each year, the percentage of ELLs demonstrating progress in learning English will increase by 5% as evidenced by ACCESS for ELLs assessment.

GOAL 5b: Each year, the percentage of ELLs reaching proficiency in learning English will increase by 2% as evidenced by ACCESS for ELLs assessment.

Strategic Activities

- Refine and monitor quarterly expectations for ESOL teachers
- Provide comprehensive and targeted ELL professional development to ESOL teachers, classroom/content teachers, and school leaders
- Continue implementation of Co-Teaching as an instructional model for ELLs:
 - » Develop co-teaching training pathways
 - » Provide training
 - » Support implementation through feedback and coaching
- Continue implementation of SIOP (Sheltered Instruction Observation Protocol) to make content comprehensible for ELLs:
 - » Develop SIOP training pathways
 - » Provide training
 - » Support implementation through feedback and coaching
- Support and monitor implementation of site-based ELL plans in all ESOL center schools

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GROW COMMUNITY PARTNERS AND RESOURCES THAT SUPPORT THE DISTRICT'S PLAN



Objectives:

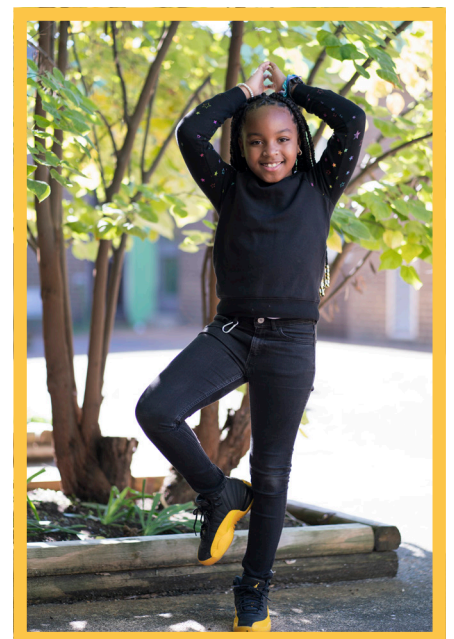
- Meet or exceed current level of public/private funding (2.5M)
- Increase the number of volunteers and mentors by 10%
- Increase the number of active partnerships (398) by 10%
- Achieve 90% community satisfaction rating
- Increase number of volunteers and mentors (4700) by 5% + 65 faith-based partners

Pillar Leadership

Lori Willis, Deputy Superintendent- *Institutional Advancement*
Erin Kane -Director- *Development*
Haliday Douglas- President & CEO, *SLPS Foundation*
Natalie Vowell, Board Member
Ryonnel Jackson, Director- *Volunteer and Mentoring Services*
Dr. Angelia Rougeau, Principal- *Clyde C. Miller*
Althea Albert-Santiago, Director- *Food and Nutrition Services*
Toyin Akinola, Director- *Transportation*

Pillar Highlights

- Identify needed supports to prepare students/families for school start
- Create a welcoming school environment for all
- Increase services to students for whom English is a second language
- Create a year-round student recruitment program (fully fund one)
- Support Central Office (that's not over and above)
- Engage Community through strategic marketing/communications



Pillar 5

GROW COMMUNITY
PARTNERS AND
RESOURCES THAT
SUPPORT THE
DISTRICT'S
PLAN



GOAL 1: By 2024-2025, increase the number of volunteers/mentors by 10 percent.

GOAL 2: By 2024-2025 Increase the number of strategic partnerships (MOU targeted to school support) by 5 percent.

GOAL 3: By 2024- 2025, Increase the number of active partners (providing special support) by 10 percent.

GOAL 4: By 2024-2025, grow level of public (\$500,000) /private funding(\$2 million) by 5 percent.

Strategic Activities

- Reestablish the twice-annual, Partner Fair to provide orientation and training for partners and introduce them to principals.
- Continue to track resources (both material and human) with emphasis on equity across all schools.
- Establish a volunteer tracking program to manage volunteer schedules, track their contributions and information (vaccination/ background checks).
- Work with school staff to make volunteers feel welcome in their schools and to help evaluate their success as it correlates to student progress.
- Communicate directly with parents about the volunteer program and how their child is engaged.
- Reestablish, in partnership with the SLPS Foundation, the twice-annual Partner Fair to provide orientation and training to partners and principals.
- Improve diversity of volunteers to ensure students have a variety of role models.
- Work with partners that have missions that align with ours in the interest of strengthening our programs.
- Coordinate all partner groups into one list (Student Support Services, Volunteer and Mentoring Services, Partner Relations) Update partnerships shown on ECOMAPS so that we can better track what partner support as well as identify schools with unmet needs. Evaluate which partnerships are working and which need to be re-examined.
- Coordinate the MOU process across departments with oversight provided by "Internal Audit."
- Continue to lead in community-oriented programming that focuses on the needs of SLPS families (i.e., examples include Educators for Gun Safety, SLPS Vaccine Clinics, and Distribution of City American Rescue Plan funds.
- Work across Pillars to create a "welcoming environment," for all.
- Continue to realign communications vehicles to ensure equity and inclusion (How do families want to receive information from us).
- Work with Parent Action Council and Parents of Color Committee to learn of new ways to connect.
- Work with schools and the new bus company to formalize communications to families who rely on the District for transportation which continues to be a challenge.
- Continue to expand translation services for English Language Learners and their families.
- Continue to solicit "earned media" stories and district-produced content that shows the District in a positive light.
- Increase followers on SLPS social media channels, allowing for more frequent and effective direct communications with families.
- Continue to enhance/adjust marketing campaigns in areas of student/teacher recruitment to enhance the District's reputation as an education leader.
- Track funding and in-kind gifts from all sources and correlate to the Transformation Plan or the SLPS Foundation's four areas of concentration (preschool, health and wellness, college and career readiness and teacher development).
- Success of Districtwide funding drives (United Way) and Foundation fundraisers.
- Monitor impact of ESSER funding and locate gap needs for targeted grant pursuit.



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