



Transformation Plan

Saint Louis Public Schools
801 N. 11th Street
St. Louis, MO 63101
February 2015

Draft version 10



ACKNOWLEDGMENTS

This strategic plan was developed with the help of scores of district, school and teacher leaders from Saint Louis Public Schools (SLPS), as well as numerous leaders from the surrounding business community, faith-based organizations, American Federation of Teachers St. Louis, Local 420 and other local unions, universities and external partners who are committed to making SLPS an organization of choice.

We also benefited greatly from the many hundreds of parents, guardians and community members who participated in providing Transformation Plan 2.0 feedback and guidance.

In addition, the contributions made by Teach For America, College Summit and AVID through intellectual support and guidance has been significant.

We relied heavily on student performance data, findings and recommendations from recent audits and school-level data that helped identify areas of priority.

Thank you

EXECUTIVE SUMMARY

In 2011-2012, Saint Louis Public Schools (SLPS) was named a provisionally accredited school district by the Missouri Department of Elementary and Secondary Education (DESE). The criteria for this designation was made under the Missouri School Improvement Program 4 (MSIP 4) accountability system after being designated unaccredited in 2007. Recently, DESE began implementing a new accountability system, MSIP 5, which evaluates school districts using a different framework of indicators.

In the first year of MSIP 5 standards, SLPS received 34.5 points out of a possible 140 (24.6%) for the 2012-2013 school year with very significant challenges in the area of student achievement. In 2013-2014, SLPS earned 75% more points and increased its score to 60.5 out of a possible 140 (43.2%). Despite the improvement, challenges remain in the area of student achievement.

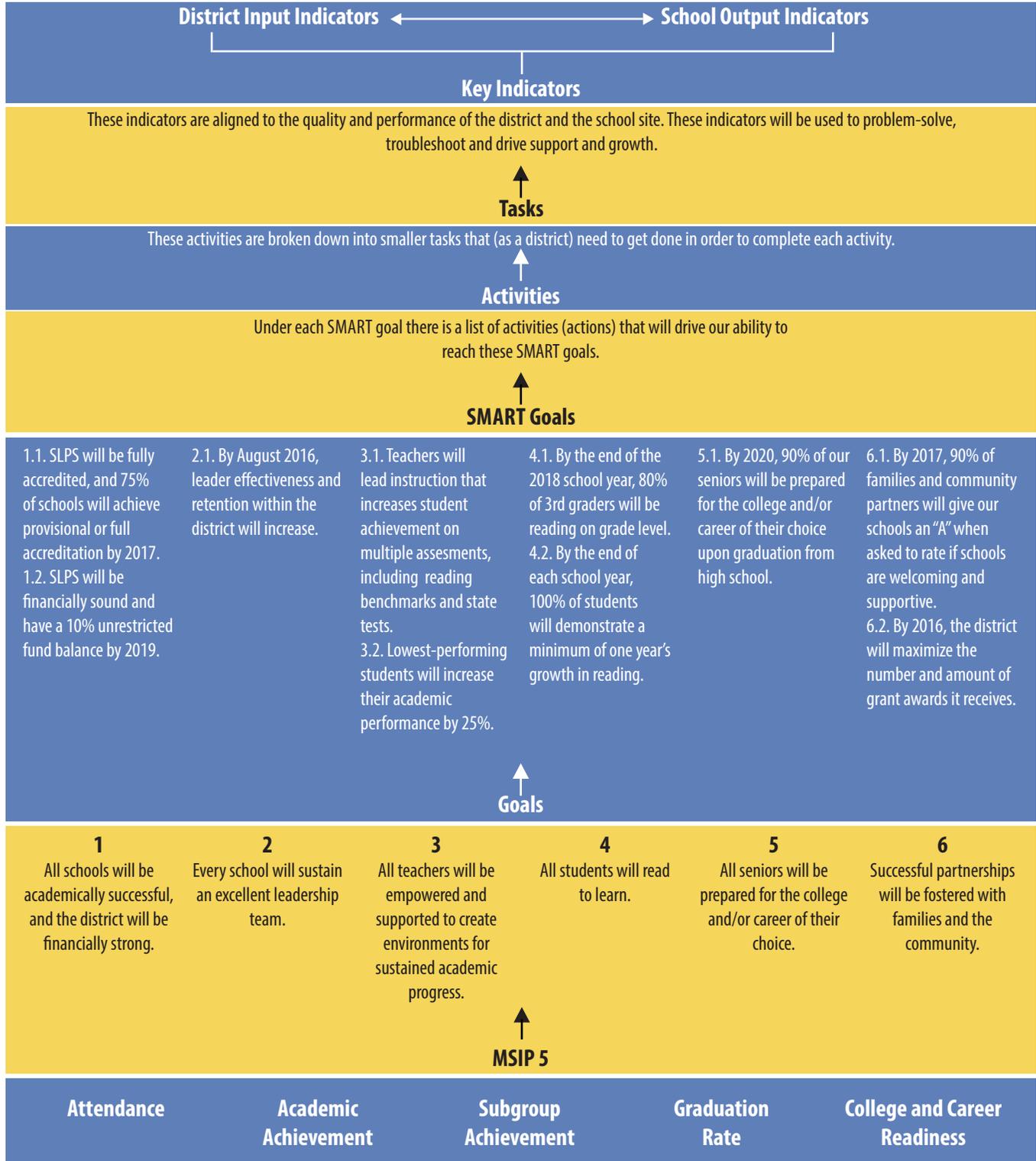


SLPS has continuously improved over the past five years. This foundation must be built upon to maintain accreditation under MSIP 5 and the new, more rigorous, college and career assessments.

The 2013-2014 Transformation Plan 1.0 focused on change at the classroom level. In Transformation Plan 2.0, you will see that our work as a district will continue to demand a singular focus on academic outcomes for students. However, we intend to deepen our impact by anchoring our work around six larger goals. These goals will allow our district to operate at a **higher academic level, clearly communicate our focus, relentlessly use data to accomplish our goals** and **have fun doing it.**

SLPS Transformation Plan

ALIGNMENT TO STATE STANDARDS



SLPS Transformation Plan



SAINT LOUIS PUBLIC SCHOOLS OVERVIEW

The objectives, goals, strategies and actions outlined in our transformation plan have been created to deliver on our vision:

Vision

Saint Louis Public Schools (SLPS) 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.

Mission

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

Core Values

Students First. Regardless of the situation, students are our singular focus. As members of SLPS, we have an intense and enduring commitment to doing what is in the best interest of our students at all times. As a result, we will remain focused on creating the best high-quality options for our students.

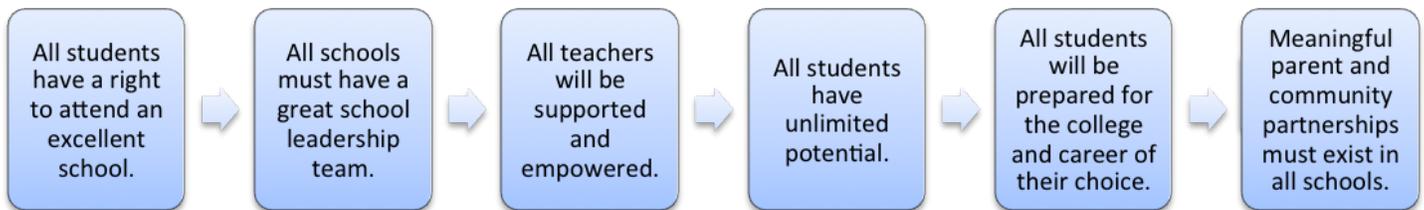
People Matter. Educating students is a people business. It takes a level of commitment, concern and care from all of us to ensure that the people who impact the lives of our students are truly valued, respected and cared for as professionals. We value and pride ourselves on being an organization that demands more for its people because we know it takes more. Yet, we are equally as willing and demanding of ourselves to give more and support the growth and development of the people who make an invaluable investment in the lives of our students.

Data-Driven Decisions. We strive to be a learning organization. To do so, we will continue to evaluate where we are as a district based on data. Our commitment to objective interpretations of our progress, shortcomings and overall orientation only ignites our passion for making the best decisions for our children.

OUR BELIEFS

We Believe

It takes a level of commitment, concern and care from all of us to ensure that the people impacting the lives of our students are truly valued, respected and cared for as professionals who are responsible for the development of our future leaders. We value and pride ourselves on being an organization that demands more for its people because we know it takes more. However, we are equally as willing and demanding of ourselves to give more and support the growth and development of the people who are making an invaluable investment in the lives of our students. Regardless of the situation, students are our singular focus. As members of Saint Louis Public Schools (SLPS), we are passionately committed to doing what is in the best interest of our students at all times. As a result, the core objectives of Transformation Plan 2.0 directly impact our beliefs about our organization and students. We emphatically support and believe the following:



We Commit

To SLPS students and families:

we commit to support and empower great teachers and leaders who are dedicated to seeing our students fulfill their potential in a fun and safe environment.

To SLPS teachers:

we commit to support your development as an educator and provide support to enable you to develop a high-expectations classroom.

To SLPS school leaders:

we commit to provide the resources, support and capacity to make your school community the best for our students.

To SLPS staff:

we commit to improve communication, processes and procedures, so that you can be the most effective member of the SLPS team possible.

To college and universities:

we commit to build strong relationships, which will provide students who are better prepared to excel in your institutions.

To employers:

we commit to cultivate a workforce of critical thinkers, promising learners, team players and productive employees.

To the SLPS community:

we commit to nurture our young people to be engaged citizens who show respect, intellect and a commitment to making our community better.

To the city of St. Louis:

we commit to develop young people who will represent this great city and become leaders in our global society.

TRANSFORMATION PLAN 1.0 - ACCOMPLISHMENTS

Year 1 (2011-2012): Laying the Groundwork

Saint Louis Public Schools made progress on building structures across the district to support broader reform. At the beginning of the 2011-2012 school year, the district lacked structures for convening school-based administrators, had no accurate measure for assessing the quality of instruction districtwide, and lacked school-based structures necessary for data-driven instruction to occur, such as school-based data teams. SLPS made significant progress toward establishing these organizational elements. Key accomplishments include:

- Established professional learning communities in all schools;
- Developed a Focused Instructional Learning Walk process to monitor the quality of classroom instruction;
- Established monthly Principals' Reports; and
- Developed a research-based districtwide literacy model.

Year 2 (2012-2013): Strengthening District Systems and Structures

A renewed and more specific focus for SLPS led to significant organizational achievements. The district's efforts to strengthen systems and structures emphasized the "through-lines" of instructional leadership and practice, from the district's central office to the classroom level. In addition to continuing the accomplishments above, highlights from the past year include:

- Completed curriculum maps;
- Revised the Focused Instructional Learning Walk protocol;
- Continued district and school Focused Instructional Learning Walk while using the data collected to determine quality of classroom instruction;
- Identified and implemented differentiated central office and academic support for schools performing at varying levels, i.e., autonomous, intervene, accredited;
- Leveraged bi-weekly Principals' Meetings to discuss instruction and share best practices;
- Appointed Academic Instructional Coaches (AICs) to provide instructional coaching to teachers and academic instruction to students with an emphasis on literacy; and
- Created a Superintendent Zone to target schools with the greatest academic needs.

TRANSFORMATION PLAN 1.0 – OUR CHALLENGES

Historically, SLPS has experienced a high turnover rate in leadership and teachers. These challenges have negatively impacted student achievement and the overall growth of our organization. Although we celebrated many accomplishments with the implementation of Transformation Plan 1.0, our challenges are duly noted to include:

- 60% of schools are accredited;
- Of the 90% of 3rd graders tested in spring 2014, 36% were reading on grade level or higher;
- Of the 84% of 8th graders tested in spring 2014, 13.7% were reading on grade level or higher;
- 2 out of every 5 students do not graduate from our schools;
- The average ACT score is 17.1; and
- 71% of students who go on to post-secondary education take remedial courses.

TRANSFORMATION PLAN 1.0 TO 2.0 CROSSWALK

The crosswalk from Transformation Plan 1.0 to 2.0 will detail a simplified set of objectives, which narrows the focus for the work our organization must continue in order to ensure success for each of our students. An abridged set of actions does not negate the complexity of the steps needed to accomplish those actions, yet it is necessary to center efforts in the areas of need.

| Transformation Plan 1.0 | Transformation Plan 2.0 | Crosswalk Explanation |
|--|---|--|
| Objective 1: Prepare all students for college and career success by implementing rigorous standards aligned to the Common Core State Standards and monitor student progress in attaining those standards to a level of proficiency. | All seniors will be prepared for the college and/or career of their choice.  Goal 5 See page 23 | The implementation of Objective 1 in Transformation Plan 1.0 pointed us in the right direction. We will now simplify our goal and explain how we are going to achieve it through our actions rather than our objective. |
| Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making. | All schools will be academically successful, and the district will be financially strong.  Goal 1 See page 15 | Objective 2 in Transformation Plan 1.0 clearly identified the “what,” but we need it to also identify who will be accountable for the outcomes outlined in the objective. In Transformation Plan 2.0, the role of the teacher is clearly defined and strengthened with a concrete alignment between district efforts and teaching/learning in the classroom. |
| Objective 3: Expand district, school and educator capacity to develop, deliver and supervise effective instruction to all students. | All teachers will be empowered and supported to create environments for sustained academic progress.  Goal 3 See page 19 | We will hold steadfast on the belief that having strong school leaders in every building is essential. |
| | Every school will sustain an excellent leadership team.  Goal 2 See page 17 | |
| Objective 4: Create, communicate, build and support momentum for the vision of SLPS that will be embraced by the St. Louis community and all of its stakeholders. | Successful partnerships will be fostered with families and the community.  Goal 6 See page 25 | We must put students first. Therefore, we must ensure the schools they attend are excellent, and we will need the support of the larger community to do so. |
| Objective 5: Ensure that all SLPS preschoolers are kindergarten ready and beyond. | All students will read to learn.  Goal 4 See page 21 | Research tells us that having students reading on grade level by 3rd grade puts us in better position for them to be college and career ready. Therefore, having our preschool students kindergarten ready is a step toward our ultimate objective. |

TRANSFORMATION PLAN 2.0 RATIONALE

As evidenced by the list of accomplishments above, we have made significant strides toward improving the academic outcomes of the school district, stabilizing our organizational health and, ultimately, taking steps in the right direction towards accreditation and beyond. As we strive to become a better learning organization, we reflect on the fact that to deepen our impact we must align our focus across the district. Our focus on academic outcomes and relentless pursuit of student results has not changed. If anything, our commitment has deepened. With this plan, our commitment will need to permeate all parts of our district—from the central office to the school sites to each individual student. Transformation Plan 2.0 is our blueprint to accomplish this task.

In addition, the Missouri School Improvement Program (MSIP) demands our participation in creating a Comprehensive School Improvement Plan (CSIP) with respect to our provisionally accredited status that encompasses the expectations of the Department of Elementary and Secondary Education. *These expectations¹ include but are not limited to the ability to identify, define and monitor the progress of:*

1. Academic Achievement (1)
2. Subgroup Achievement (1)
3. College and Career Readiness (3)
4. Attendance Rate (1)
5. Graduation Rate (1)
6. Finance (1)*
7. Governance (1)*

Furthermore, we have heard from key stakeholders and agree we need to define and articulate what success will and should look like throughout the district in each facet of the organization. Until these behaviors are embedded into the expected and socialized norms, these pictures of success will fall short of the expectation when the pressure around the change is removed². Hence, the importance of first defining what we, as a district, expect. The clarity around what success or excellence looks like for our students, teachers and leaders will illuminate the results we see and the progress we still need to make.

In summary, we firmly believe the changes must begin and end in the classroom. However, we find it our duty to support the efforts within the classroom by building the correct school and district infrastructures that span across all departments in order to deepen the impact and support the delivery of excellent education to every student in our district.

¹ These nine expectations are outlined in [Missouri School Improvement Program: Support and Intervention](#) document provided by the Missouri Department of Elementary and Secondary Education (2014).

² This idea is generated from the research by John Kotter and articulated in his Harvard Business Review article “Leading Change: Why Transformation Efforts Fail.” (2007)

* These standards are not counted in the district’s APR.

TRANSFORMATION PLAN 2.0 RATIONALE

Strategic Goals and Actions

The strategic goals and actions outlined in Transformation Plan 2.0 are our way to help “shape the path”³ for the district. These goals provide a direct alignment between the existing district level work and individual student outcomes. The derivation of this addition was to address our big goals and ambitions as a district and to show alignment of those goals at every level of the organization. Furthermore, these strategic goals have very tangible actions we must coordinate, as we plan to take our thinking from district-level planning to school-level execution. We operate from limited resources; therefore, it is imperative that we effectively align our resources in an effort to maximize the collective impact needed to ensure our students are college and career ready.

Transformation Tool

The SLPS Excellent Schools Transformation Tool (ESTT) is our method used to monitor the effectiveness of our school system to make progress toward academic outcomes at every level of the system. In developing the ESTT, we referenced research and policy analysis by the Center on Reinventing Public Education⁴:

“Under a portfolio strategy, accountability balances autonomy. Because schools can control their climate and instructional program, they can be held accountable for whether students learn. The district’s primary role is performance assessment and portfolio management: it identifies high-performing schools and either expands them or starts more schools like them. The district also identifies schools in which children are consistently learning a lot less than similar children elsewhere, and it makes sure those students have alternatives in existing or new schools.”

In many urban school systems, there is an inconsistent approach toward accountability and recognition of progress. The Saint Louis Public Schools (SLPS) do not differ in this regard. A systemic way to review, reflect upon and improve our practices to ensure the success of every student is an integral component to the Transformation Plan 2.0. The ESTT is designed to give us live data throughout the school year to monitor progress and course correct with more conviction and specificity. This tool will be used to analyze the effectiveness of our district offices and ultimately the performance of our schools—holding us all equally responsible for providing a world-class school choice for our students. Ultimately, this tool will serve as a metric that will allow us to triangulate the return on investment of programs, projects and human capital in an objective way and allow us to support further development or implement change as this metric deems necessary.

³ “Shape the path” is a concept created by Dan and Chip Heath in their book Switch that expresses the need for organizations to provide more clarity and direction for people to effectively do their work.

⁴ Paul Hill, “Defining and Organizing for School Autonomy,” Center on Reinventing Public Education, June 2013.

NEW COMPONENTS OF TRANSFORMATION PLAN 2.0

| Vision | |
|---|--|
| All students will have a school option to reach their full potential and achieve success. | |
| Goals | S.M.A.R.T. Goals |
| <p>Goal 1 All schools will be academically successful, and the district will be financially strong.</p> | <p>1.1. SLPS will be fully accredited, and 75% of schools will achieve provisional or full accreditation by 2017. 1.2. SLPS will be financially sound and have a 10% unrestricted fund balance by 2019.</p> |
| <p>Goal 2 Every school will sustain an excellent leadership team.</p> | <p>2.1. By August 2016, leader effectiveness and retention within the district will increase.</p> |
| <p>Goal 3 All teachers will be empowered and supported to create environments for sustained academic progress.</p> | <p>3.1. Teachers will lead instruction that increases student achievement on multiple assessments, including reading benchmarks and state tests. 3.2. Lowest-performing students will increase their performance by 25%.</p> |
| <p>Goal 4 All students will read to learn.</p> | <p>4.1. By the end of the 2018 school year, 80% of 3rd graders will be reading on grade level. 4.2. By the end of each school year, 100% of students will demonstrate a minimum of one year's growth in reading.</p> |
| <p>Goal 5 All seniors will be prepared for the college and/or career of their choice.</p> | <p>5.1. By 2020, 90% of our seniors will be prepared for the college and/or career of their choice upon graduation from high school.</p> |
| <p>Goal 6 Successful partnerships will be fostered (with families and the community).</p> | <p>6.1. By 2017, 90% of families and community partners will give our schools an "A" when asked to rate if schools are welcoming and supportive. 6.2. By 2016, the district will maximize the number and amount of grant awards it receives.</p> |

NEW COMPONENTS OF TRANSFORMATION PLAN 2.0

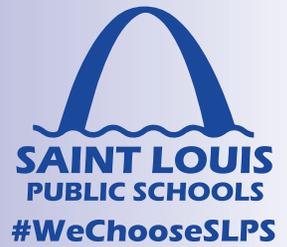
School Performance and Support Definitions

The MSIP 5 uses a scoring system to determine a district’s accreditation based on a predetermined points system. Saint Louis Public Schools (SLPS) uses the same scoring system for individual school buildings. The designation of Accredited with Distinction, Accredited, Provisionally Accredited and Unaccredited are district indicators used internally to measure our individual schools, as we move our organization in the direction of district accreditation. These four designations are used as predictors for end-of-the-year performance on the APR.

| Unaccredited | | Provisionally Accredited | Accredited | Accredited with Distinction |
|-----------------|--------------------------|--------------------------|------------------|-----------------------------|
| Adams | • Laclede | Ames VPA | Bryan Hill | Buder |
| Ashland | Langston | Clay | Busch | Gateway ES |
| Carr Lane | Lyon @ Blow | Froebel | Carnahan | Kennard |
| Columbia | Monroe | Gateway MS | Central VPA | McKinley MS |
| • Dunbar | Mullanphy | Gilkey-Pamoja | Cleveland NJROTC | McKinley HS |
| Fanning | • Nance | Lexington | Clyde C. Miller | Metro HS |
| Farragut | Northwest | Long | Compton-Drew | Stix ECC |
| Ford | • Oak Hill | Mann | Cote Brilliante | Wilkinson ECC |
| Hamilton | Peabody | • Meramec | Dewey IS | |
| Herzog | • Roosevelt | Nottingham CAJT | Gateway STEM | |
| Hickey | • Sumner | Patrick Henry | Gateway Michael | |
| Hodgen | Vashon | Sigel | Jefferson | |
| Humboldt | Walbridge | Soldan IS | Mallinckrodt | |
| | • Yeatman/Liddell | Washington Montessori | Mason | |
| | | Woodward | Shaw VPA | |
| | | | Shenandoah | |
| | | | Woerner | |

* Academy of Environmental Science & Math, Carver, College Prep @ Madison and the Collegiate School of Medicine and Bioscience do not have the three years of data required for accreditation to be determined.

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NEW COMPONENTS OF TRANSFORMATION PLAN 2.0

Based on performance, schools are placed into four tiers, which allows for succinct, easy and accurate identification of necessary school-level supports from the central office. The district outputs are directly linked to the school inputs aimed at the improvement of student achievement and organizational health. District-level supports for school tiers include but are not limited to:

| | | | |
|---|--|--|--|
| <p>Support Schools 1.0-SuperintendentZone 27 Schools</p> <p>Support schools will receive the most transformational support. These schools are identified as not meeting or not close to meeting any of the expectations. These schools will require intense support to shift students to high-performing learning environments.</p> | <p>Improvement Schools 1.0-Focus Schools 15 Schools</p> <p>Schools that are meeting or close to meeting some of the expectations and have an inconsistent trend as it pertains to Academic, School, People and/or Organizational Culture. Through targeted intervention and support, schools in this category will continue to improve and eventually meet all expectations.</p> | <p>Progress Schools 1.0-Cluster Schools 17 Schools</p> <p>Schools that are meeting or close to meeting all expectations and are on an upward trend as it pertains to Academic, School, People and/or Organizational Culture. Through targeted support, schools in this category will continue to improve and eventually meet all expectations.</p> | <p>Autonomous Schools 1.0-AutonomousSchools 8 Schools</p> <p>Schools that are meeting all expectations and are continuing to excel at Academic, School, People and/or Organizational Culture. By creating and expanding existing options for high-quality educational experiences, a greater number of students will thrive.</p> |
|---|--|--|--|



NEW COMPONENTS OF TRANSFORMATION PLAN 2.0

The district office will be held accountable for the “inputs” used to support schools, and schools will be responsible for the “outputs.” Specific performance indicators will allow us to identify their ability to create excellence in:

| District Input Indicators | Goal Alignment | School Output Indicators |
|---|--|--|
| Operational Effectiveness Academic Culture Support School Culture Support Organizational Health | 1.1. SLPS will be fully accredited, and 75% of schools will achieve provisional or full accreditation by 2017. 1.2. SLPS will be financially sound and have a 10% unrestricted fund balance by 2019. | <ul style="list-style-type: none"> • Academic Achievement • Supgroup Achievement • Attendance • School Culture* |
| School Leader Support Leader Recruitment Professional Development Leader Recognition School Development Support | 2.1. By August 2016, leader effectiveness and retention within the district will increase. | <ul style="list-style-type: none"> • Teacher Growth • Teacher Effectiveness • Academic Achievement • Student Behavior and School Culture • Teacher Retention • Student Enrollment and Attendance |
| Teacher Leader Support Teacher Recruitment Professional Development Teacher Recognition Assessment Support Classroom Culture Support | 3.1. Teachers will lead instruction that increases student achievement on multiple assessments, including reading benchmarks and state tests. 3.2. Lowest-performing students will increase their performance by 25%. | <ul style="list-style-type: none"> • School Leader Effectiveness* • Academic Achievement • Teacher Effectiveness* • Classroom Culture* |
| Curriculum Support Assessment Development Whole Child Support Intervention Support | 4.1. By the end of the 2018 school year, 80% of 3rd graders will be reading on grade level. 4.2. By the end of each school year, 100% of students will demonstrate a minimum of one year’s growth in reading. | <ul style="list-style-type: none"> • Academic Achievement • RTI Effectiveness* |
| College and Career Readiness Metrics Curriculum/Continuum Development | 5.1. By 2020, 90% of our seniors will be prepared for the college and/or career of their choice upon graduation from high school. | <ul style="list-style-type: none"> • College and Career Ready • Achievement Gap • ACT/SAT/PSAT/AP/Dual Credit/COMPASS Achievement |
| Customer Service Welcoming Environment Partnerships/Marketing Communication | 6.1. By 2017, 90% of families and community partners will give our schools an “A” when asked to rate if schools are welcoming and supportive. 6.2. By 2016, the district will maximize the number and amount of grant awards it receives. | <ul style="list-style-type: none"> • Community Outreach • Partnerships Effectiveness • Customer Satisfaction • Student Retention |

* Indicates data points we will analyze internally to support the achievement of our goals.

TRANSFORMATION PLAN 2.0

Strategic Goals and Actions

In order to deepen our impact and align to our district's vision, we aspire to the following goals:

1. All schools will be academically successful, and the district will be financially strong.
2. Every school will sustain an excellent leadership team.
3. All teachers will be empowered and supported to create environments for sustained academic progress.
4. All students will read to learn.
5. All seniors will be prepared for the college and/or career of their choice.
6. Successful partnerships will be fostered with families and community.

You will also notice the intentional alignment of these objectives, which move us from the macro level of district operations to the micro level of teaching and learning in every classroom. In other words, the structure of these objectives in Transformation Plan 2.0 demands us, as a district, to align our work from the central office down to specific outcomes we have for teachers. This will force us to think more strategically about the inputs and outputs we are producing because of the cause and effect each of our actions will have on the other objectives outlined in the plan. These six objectives align to our district's vision and promote a coherent approach to ensure our promise to students.

TRANSFORMATION PLAN 2.0



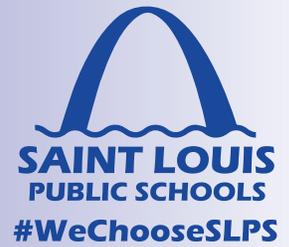
All schools will be academically successful, and the district will be financially strong.

S.M.A.R.T. Goals

- 1.1. SLPS will be fully accredited, and 75% of schools will achieve provisional or full accreditation by 2017.
- 1.2. SLPS will be financially sound and have a 10% unrestricted fund balance by 2019.

| Activity | Owner |
|--|-----------------|
| 1. Create and communicate a clear vision for what constitutes an “excellent” school | Academics |
| 2. Create a performance-management process that effectively holds staff accountable for Transformation Plan results | Academics |
| 3. Allocate funds to high-priority initiatives that are aligned with the Transformation Plan | Operations |
| 4. Provide targeted goals and useful data to schools to assist them in improving APR outcomes | Accountability |
| 5. Create a safe and welcoming school environment and supporting programs and services that are conducive to student learning | Operations |
| 6. Establish a school-turnaround model | Academics |
| 7. Ensure all schools have access to up-to-date and relevant technology and the support systems necessary to maintain that technology | Accountability |
| 8. Provide programs and support services to impact student behavior, attendance and school culture, creating a nurturing and safe environment for all students and staff members | Student Support |
| 9. Create and refine a system of excellent schools | Academics |

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TRANSFORMATION PLAN 2.0

| Early Evidence | |
|--|--|
| <ul style="list-style-type: none"> • Vision for what constitutes an Excellent School has been developed. • Initial analysis on System of Excellent Schools has been completed. • Schools have APR goals and outcomes. • Plan performance management tool and monitoring process have been established. • Funding for 2015-2016 is aligned with Transformation Plan priorities. | |

| | |
|-------------------------------|---|
| Expected Year 1-2 Progress | <ul style="list-style-type: none"> • 75% of schools will receive provisional or full accreditation. • 8% unrestricted fund balance |
| Expected Year 3-4 Progress | <ul style="list-style-type: none"> • 85% of schools will receive provisional or full accreditation. • 9% unrestricted fund balance |
| Expected Year 5-6 Progress | <ul style="list-style-type: none"> • 90% of schools will receive provisional or full accreditation. • 10% unrestricted fund balance |

| District Input Indicators | School Output Indicators |
|--|---|
| <ul style="list-style-type: none"> • Operational Effectiveness • Academic Culture Support • School Culture Support • Organizational Health | <ul style="list-style-type: none"> • Academic Achievement • Supgroup Achievement • Attendance • School Culture* |

* Indicates data points we will analyze internally to support the achievement of our goals.

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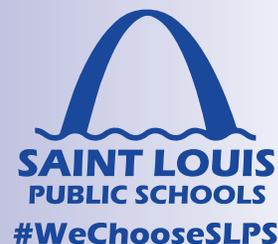
Every school will sustain an excellent leadership team.

S.M.A.R.T. Goal

2.1. By August 2016, leader effectiveness and retention within the district will increase.

| Activity | Owner |
|--|--|
| 1. Create, communicate and identify (qualify and quantify) key characteristics of excellent leadership in the district | Talent Strategy Management |
| 2. Develop and implement a staffing model reflective of what excellent school leadership looks like in the district | Academics |
| 3. Recruit, retain and hire leadership team members from within and outside of the district | Talent Strategy Management |
| 4. Develop and implement (or establish partnerships to implement) pathways to teacher leadership, school leadership and cluster leadership in the district | Talent Strategy Management |
| 5. Redesign informal (and to extent possible formal) evaluation practices to include quality feedback loops and data usage | Talent Strategy Management/ Human Resources |
| 6. Align and differentiate PD focus and activities on developing and/or sustaining characteristics of excellent school and cluster leadership in the district (as articulated in best practices research and key district data points) | Talent Strategy Management |
| 7. Partner with school leadership teams and their faculty to set school-wide goals | Academics/ Accountability |
| 8. Partner with school leadership teams and their faculty to continuously track progress toward meeting school-wide goals (i.e. create performance dashboards) | Academics/ Accountability |
| 9. Ensure faculty observation, feedback and support practices are implemented with fidelity | Human Resources/ Talent Strategy Management/ Academics |
| 10. Scale effective leadership practices across the district | Talent Strategy Management |
| 11. Develop and implement formal recognition efforts to retain the district's most effective principals | Talent Strategy Management |
| 12. Develop electronic platform and database and/or linkages and methodologies to store, gather and analyze data to enable leader-effectiveness progress monitoring and inform recruitment, support and recognition efforts | Accountability |
| 13. Embed communications plan for leader work that contributes to, and is derived from, a coordinated, overall central office communications strategy and plan (which includes structures, systems and a calendar that ensures coherence across divisions within the central office) | Institutional Advancement |

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| Early Evidence | |
|---|--|
| <ul style="list-style-type: none"> • Establishment of a shared vision, supported by a common set of data, for what effective school leadership looks like • Redesign of internal pipeline program that better prepares and places leaders into district schools • Establishment of leader intervention programming to increase achievement at underperforming schools • Realignment of educator recognition efforts with educator effectiveness | |
| Expected Year 1-2 Progress | <ul style="list-style-type: none"> • 90% of district's most effective principals retained • Bottom 25% of principals retained after year 1 demonstrate above-average increases in their school-wide achievement data in year 2 compared to other district schools • 100% of newly hired principals demonstrate above-average increases in their school-wide achievement compared to other district principals with three or fewer years of experience • Participation in internal school leadership pipeline increases by 100% • 50% of participants in internal school leadership pipeline are placed in administrator positions following program completion • 50% of schools demonstrate above-average increases in teacher effectiveness (student growth) compared to other metro area schools |
| Expected Year 3-4 Progress | <ul style="list-style-type: none"> • 10 endowed chairs for teacher and leader effectiveness are created • 75% of participants in internal school leadership pipeline are placed in administrator positions following program completion • 75% of schools demonstrate above-average increases in teacher effectiveness (student growth) compared to other metro area schools |
| Expected Year 5-6 Progress | <ul style="list-style-type: none"> • Years 1-5 teacher retention rate increases |
| District Input Indicators | School Output Indicators |
| <ul style="list-style-type: none"> • School Leader Support • Leader Recruitment • Professional Development • Leader Recognition | <ul style="list-style-type: none"> • Academic Achievement • Supgroup Achievement • Leader Effectiveness* • School Culture* |

* Indicates data points we will analyze internally to support the achievement of our goals.

TRANSFORMATION PLAN 2.0



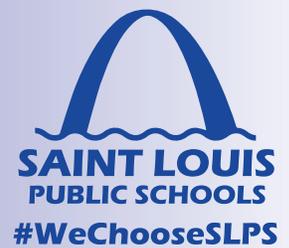
All teachers will be empowered and supported to create environments for sustained academic progress.

S.M.A.R.T. Goals

- 3.1. Teachers will lead instruction that increases student achievement on multiple assessments, including reading benchmarks and state tests.
- 3.2. Lowest-performing students will increase their performance by 25%.

| Activity | Owner |
|--|---|
| 1. Create, communicate and identify a vision of excellence for teaching in every classroom and every school based on the needs of students and families | Academics |
| 2. Develop and monitor professional learning communities where teachers plan collaboratively in a standards-based environment using multiple forms of data | Academics |
| 3. Create a system of teacher observation and assessment of student learning daily | Academics |
| 4. Coach school leaders on identifying the teacher and classroom needs and applying the appropriate supports | Academics/ Talent Strategy Management |
| 5. Ensure school leaders meet with every classroom teacher to establish student performance goals and meet and confer quarterly to discuss progress | Academics/ Talent Strategy Management |
| 6. Determine staffing needs by December annually | Human Resources |
| 7. Train recruiters to use specific indicators to identify applicants who are likely to be successful in an urban district | Human Resources/ Talent Strategy Management |
| 8. Monitor the teacher induction process to include cultural competencies | Academics |
| 9. Collaborate on and monitor rigorous, Missouri Learning Standard-aligned, curricular resources for all learners | Academics |
| 10. Develop co-teaching as an instructional delivery model for students | Academics |
| 11. Determine and identify the supports needed to ensure excellent teaching is consistently occurring | Academics |

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| Early Evidence | |
|--|--|
| Teachers and leaders “agree” or “strongly agree” professional learning throughout the year is improving their performance. A consistent vision of excellence for teaching in every classroom that meets the needs of all students is established. | |
| Expected Year 1-2 Progress | <ul style="list-style-type: none"> • A system of teacher observation and assessment of student learning is achieved daily in 70% of classrooms. • 100% of school leaders meet with every classroom teacher to establish student performance goals. • 80% of schools will have effective Professional Learning Communities. • 60% of classrooms will effectively use rigorous, Missouri Learning standards-aligned curricular resources for all learners. • 25% of Below Basic students will move to Basic on district-identified assessments. |
| Expected Year 3-4 Progress | <ul style="list-style-type: none"> • A system of teacher observation and assessment of student learning is achieved daily in 80% of classrooms. • 100% of school leaders meet with every classroom teacher to establish student performance goals. • 85% of schools will have effective Professional Learning Communities. • 75% of classrooms will effectively use rigorous, Missouri Learning standards-aligned curricular resources for all learners. • 30% of Below Basic students will move to Basic on district-identified assessments. |
| Expected Year 5-6 Progress | <ul style="list-style-type: none"> • A system of teacher observation and assessment of student learning is achieved daily in 90% of classrooms. • 100% of school leaders meet with every classroom teacher to establish student-performance goals. • 90% of schools will have effective Professional Learning Communities. • 85% of classrooms will effectively use rigorous, Missouri Learning standards-aligned curricular resources for all learners. • 40% of Below Basic students will move to Basic on district-identified assessments. |

| District Input Indicators | School Output Indicators |
|--|--|
| <ul style="list-style-type: none"> • Teacher Leader Support • Teacher Recruitment • Professional Development • Teacher Recognition | <ul style="list-style-type: none"> • School Leader Effectiveness* • Academic Achievement • Teacher Effectiveness* • Classroom Culture* |

* Indicates data points we will analyze internally to support the achievement of our goals.

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All students will read to learn.

S.M.A.R.T. Goals

- 4.1. By the end of the 2018 school year, 80% of 3rd graders will be reading on grade level.
- 4.2. By the end of each school year, 100% of students will demonstrate a minimum of one year's growth in reading.

| Activity | Owner |
|---|-------------------------------|
| 1. Implement the ready-to-learn framework for all Pre-K students | Academics |
| 2. Develop a strong transition between Pre-K and kindergarten | Academics |
| 3. Increase the number of seats available to Pre-K students across the city | Academics |
| 4. Create strong partnerships with parents and their communities | Academics |
| 5. Increase the number of students who are reading by the end of kindergarten | Academics |
| 6. Identify, implement and monitor the progress of students on benchmarks for primary-grade progress | Academics |
| 7. Strengthen our comprehensive gifted education program | Academics |
| 8. Promote ongoing parent engagement and home-school connections | Academics |
| 9. Provide targeted professional development to teacher assistants in support of primary student outcomes | Academics |
| 10. Increase the strength of academic interventions in our primary grades | Academics |
| 11. Implement a systemic RTI model in all schools | Academics/ Student Support |

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| Early Evidence | |
|--|--|
| <ul style="list-style-type: none"> • By August 2015: Implement a universal reading assessment • By August 2015: Individual performance-based student assessments for all • Primary grade-level milestones identified | |
| Expected Year 1-2 Progress | <ul style="list-style-type: none"> • 10% increase of students reading on grade level by the end of 3rd grade • 40% of students will demonstrate a minimum of one year's growth in reading. |
| Expected Year 3-4 Progress | <ul style="list-style-type: none"> • 40% increase of students reading on grade level by the end of 3rd grade • 60% of students will demonstrate a minimum of one year's growth in reading. |
| Expected Year 5-6 Progress | <ul style="list-style-type: none"> • 60% increase of students reading on grade level by the end of 3rd grade • 90% of students will demonstrate a minimum of one year's growth in reading. • 25% reduction in interventions used beyond intermediate grades (from 6th grade on) |
| District Input Indicators | School Output Indicators |
| <ul style="list-style-type: none"> • Curriculum Support • Assessment Development • Whole Child Support • Intervention Support | <ul style="list-style-type: none"> • Academic Achievement • RTI Effectiveness* |

* Indicates data points we will analyze internally to support the achievement of our goals.

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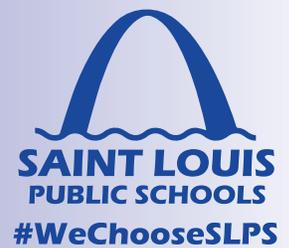
All seniors will be prepared for the college and/or career of their choice.

S.M.A.R.T. Goal

5.1. By 2020, 90% of our seniors will be prepared for the college and/or career of their choice upon graduation from high school.

| Activity | Owner |
|--|--|
| 1. Align college and career programs and district partnerships | Academics/ Institutional Advancement |
| 2. Develop a continuum of knowledge, skills, experiences and mindsets that will prepare students for the college and career of their choice | Academics |
| 3. Identify annual preparation resources and delivery of high level programs | Academics |
| 4. Align our academic standards to the demands of college and workforce | Academics |
| 5. Develop and align our academic standards to increase standardized and placement testing for pre-college and placement exams achievement | Academics |
| 6. Develop and align partnerships with local colleges, universities and organizations to create pathways to secondary education opportunities and career opportunities | Academics |
| 7. Establish clear benchmarks during the PK-14 continuum | Academics |
| 8. Develop a strategic plan to increase AP/IB/Dual Enrollment participation and foreign language options | Academics |
| 9. Expand and intensify the College and Career Readiness process in the middle grades | Academics |
| 10. Create a systemic student internship and externship plan | Academics |

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| Early Evidence | |
|---|--|
| <ul style="list-style-type: none"> • College and Career readiness metrics identified • College and Career continuum created for each grade level (PK-12) • College exposure (PK-12) platform created | |
| Expected Year 1-2 Progress | <ul style="list-style-type: none"> • Increase the number of AP course made available to high school students • Analyze 8th grade Algebra success rates to inform future Algebra I expansion • Review district “college-going” trends |
| Expected Year 3-4 Progress | <ul style="list-style-type: none"> • Increase the number of students taking AP courses and passing the AP test • 40% of our students will be prepared for the college and/or career of their choice (as indicated by the appropriate placement exam). • Increase the number of students taking and passing Algebra I in 8th grade by 20% • Increase the number of college acceptance letters • Create university partnership(s) to certify 8th grade math teachers in Algebra I • 4-year graduation rate increases to 80% • Increase number of students that receive a qualifying* pre-college or placement score |
| Expected Year 5-6 Progress | <ul style="list-style-type: none"> • 70% of our students will be prepared for the college and/or career of their choice (as indicated by the appropriate placement exam). • Increase the number of students taking and passing Algebra I in 8th grade by 40% • Increase the number of college acceptance letters by 20% |
| District Input Indicators | School Output Indicators |
| <ul style="list-style-type: none"> • College and Career Readiness Metrics • Curriculum/Continuum Development | <ul style="list-style-type: none"> • College and Career Ready • Achievement Gap • Pre-College and Placement Exams |

*A “qualifying” score meets DESE’s criteria for achieving the state standard. The scores that are counted toward qualification are listed in DESE’s Comprehensive Guide to the Missouri School Improvement Program (updated July 2014), which can be accessed at this link: http://dese.mo.gov/sites/default/files/MSIP-5-comprehensive-guide-3-13_1.pdf.

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Successful partnerships will be fostered with families and the community.

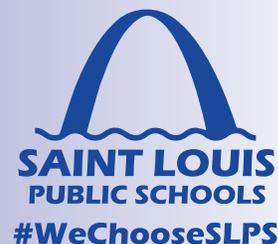
S.M.A.R.T. Goal

6.1. By 2017, 90% of families and community partners will give our schools an “A” when asked to rate if schools are welcoming and supportive.

6.2. By 2016, the district will maximize the number and amount of grant awards it receives.

| Activity | Owner |
|--|-------------------------------|
| 1. Identify supports and create systems for families to prepare students for school | Student Support |
| 2. Create a welcoming environment for all members of our community | Institutional Advancement |
| 3. Create a year-round student recruitment marketing and communications plan | Institutional Advancement |
| 4. Support central office departments with a strategic communications plan | Institutional Advancement |
| 5. Establish ongoing community forums to gain perspective from our surrounding community and communicate our progress and challenges | Institutional Advancement |
| 6. Engage community through strategic marketing and communications | Institutional Advancement |
| 7. Increase volunteer hours and engagement | Institutional Advancement |
| 8. Align our community partners to our district’s vision, mission and aspirational goals | Institutional Advancement |
| 9. Seek increased funding and resources for district’s goals | Institutional Advancement |
| 10. Create a best-in-class school family experience | Academics/ Student Support |

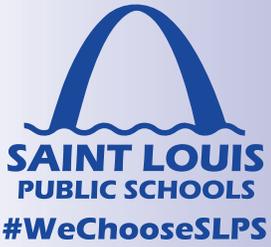
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| Early Evidence | |
|--|---|
| <ul style="list-style-type: none"> • Establishment of a survey tool and draft report card • Extension of a meaningful invitation to families and members of the community to visit each school • Improved internal communications (clarity and alignment) | |
| Expected Year 1-2 Progress | <ul style="list-style-type: none"> • Increase student 90/90 attendance percentage by 2% • Teachers average 90/90 attendance • 80% of schools hold community open house days (i.e. Roosevelt Day of Love) • Schools opened to the community more frequently for community use • MOU process and criteria clearly established for community partners • Inventory of nonprofit partners complete • Internal and external messages aligned to a calendar and themes • Reduce discipline incidents by 5% |
| Expected Year 3-4 Progress | <ul style="list-style-type: none"> • Enrollment stabilizes • Increase student 90/90 attendance percentage by 4.2% • Teachers average 90/90 attendance • Increase percentage of highly qualified staff • Reduce discipline incidents by 5% • Increase demand from community partners to use buildings for events • Tools and trainings created to support principals and teachers in marketing their schools • System in place to effectively match nonprofit partners with schools, assess outcomes and implement proven programs across the district |
| Expected Year 5-6 Progress | <ul style="list-style-type: none"> • All of the above, and • District receives increased public and private funding (i.e. through successful tax increase) • District is able to improve facilities and increase resources |

| District Input Indicators | School Output Indicators |
|--|--|
| <ul style="list-style-type: none"> • Customer Service • Welcoming Environment • Partnerships • Marketing | <ul style="list-style-type: none"> • Community Outreach • Partnerships Effectiveness • Customer Satisfaction • Student Retention |



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