ACADEMIC OFFICE INITIAL UPDATES

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Deputy Superintendent of Academics

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LEARNING GUIDE (AGENDA)

- ❏ School Year 2021-2022 Academic Office Core Work
- ❏ School Year 2021-2022 Academic Office Goals
- ❏ Spotlight Goal: ELA / Literacy
- ❏ Savvas Implementation
- ❏ Baseline Literacy Data (Grades 3-5)
- ❏ Individual Reading Success Plans (IRSP)
- ❏ Blended & Virtual Learning / Technology Integration
- ❏ Questions

ACADEMIC OFFICE – THE WORK

The WHY of our work for School Year 2021-2022

- To Learn, Unlearn, Relearn
- Develop and/or deepen the habits of mind and critical learning, leadership and teaching (coaching) moves to disrupt and dismantle inequities in our systems, practices, policies and procedures so each scholar thrives
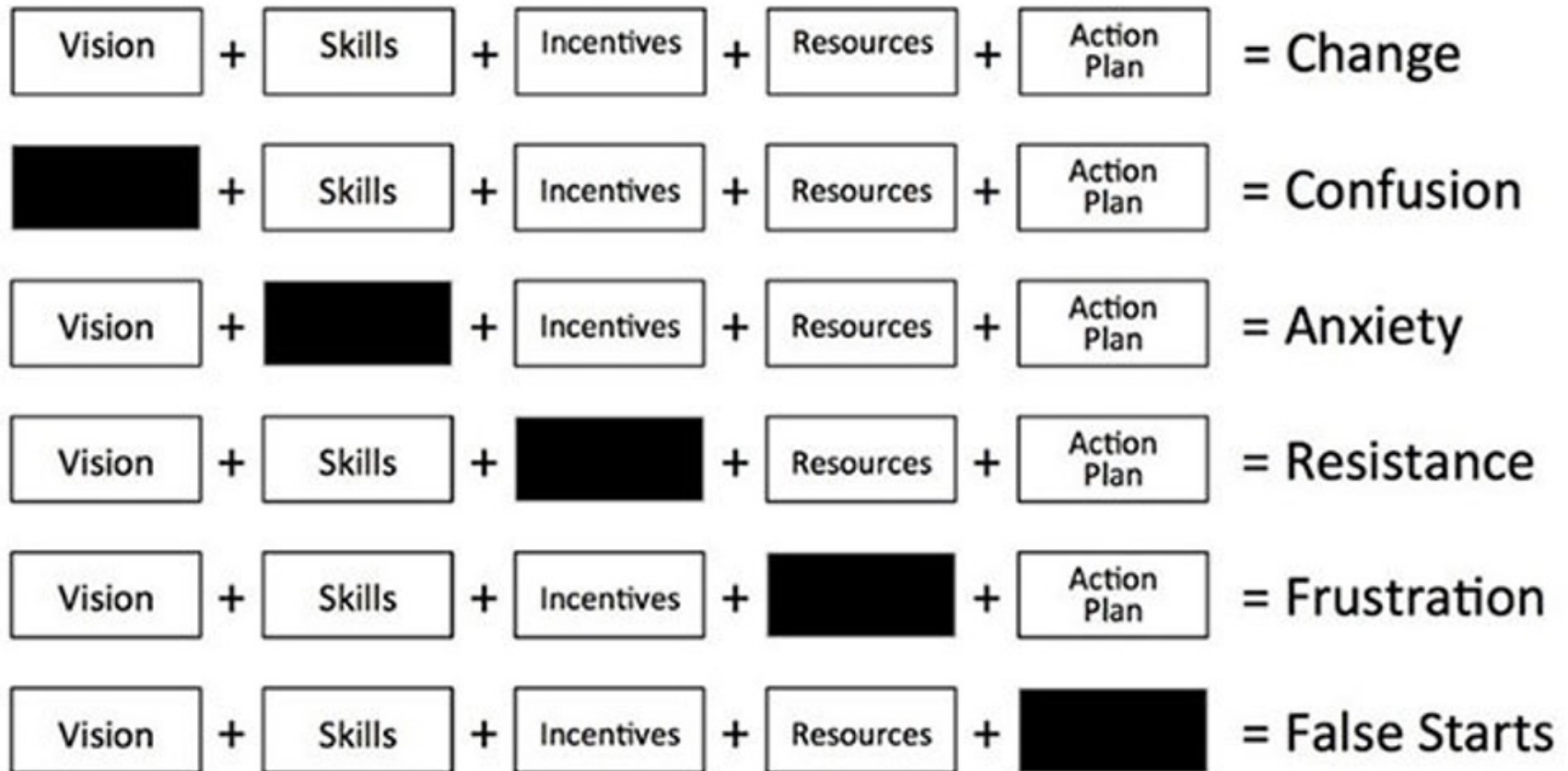
The WHAT of our work for School Year 2021-2022

- Strengthen the academic and social emotional core through tiered supports
- Use multiple sources of data
- Content Area Focus: Literacy

ACADEMIC OFFICE – THE WORK

The HOW of our work for SY 21-22

Managing Complex Change

Vision	+ Skills	+ Incentives	+ Resources	+ Action Plan = Change
▉	+ Skills	+ Incentives	+ Resources	+ Action Plan = Confusion
Vision	+ ▉	+ Incentives	+ Resources	+ Action Plan = Anxiety
Vision	+ Skills	+ ▉	+ Resources	+ Action Plan = Resistance
Vision	+ Skills	+ Incentives	+ ▉	+ Action Plan = Frustration
Vision	+ Skills	+ Incentives	+ Resources	+ ▉ = False Starts

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ACADEMIC OFFICE GOALS 2021-2022

❑ The 2021-2022 Academic Office Goals include a focus on the following departments:
- ❑ *Curriculum and Instruction (All Core Content Areas)*
- ❑ *Career and Technical Education*
- ❑ *College and Career Readiness*
- ❑ *Blended and Virtual Learning*

❑ Subject and/or department goals are spotlighted for SY 21-22 and are aligned to **"The Work"** of the Academic Office

❑ Connecting Network Superintendents to "The Work" and its outcomes

The comprehensive list of SY 21-22 Goals for all Academic Office Departments is linked HERE

SPOTLIGHT GOAL: ELA / LITERACY

ELA / Literacy GOAL:

- By June 2022, Saint Louis Public Schools will demonstrate implementation of effective reading instructional and assessment practices resulting in an average of one year's growth in reading for Pre-K through 8th grade students as measured by district reading assessments.

- In addition by June 2022 , St. Louis Public Schools will implement with fidelity, Tier I instruction in English Language Arts with the newly adopted curriculum resources (SAVVAS) , provide targeted Tier II and Tier III intervention support to Title One elementary schools through Reading Teachers, and provide district-wide Tier II and Tier III intervention support through Individual Reading Success Plans(IRSP).

This spotlight goal addresses a new textbook adoption for ELA Grades PreK-8 that was approved by the School Board to begin implementation during the 2021-2022 school year.

SAVVAS IMPLEMENTATION ROLL-OUT

Strategic, specific, and explicitly designed activities to enable and support educators with adapting to and implementing Savvas Literacy Curriculum Resources with fidelity in grades PreK-8

- ❏ Early Delivery of Teachers Editions *May 2021*
  - ❏ *Delivered to 100% of Implementing Staff*
- ❏ Product Overview & Kickoff Session *June 2021*
  - ❏ *Accessible to 100% of Teaching/Support Staff*
- ❏ *Full Year Implementation Plans*
  - ❏ *Three Cheers for PreK*
  - ❏ *MyView*
  - ❏ *My Perspectives*
- ❏ *Tiered Ongoing Professional Learning*
  - ❏ *Savvas Professional Learning Support Plan*

10 **Tier I - District Wide Professional Learning Sessions with Savvas**

15 **Tier II- Small Group Booster Sessions with Savvas**

83 **Tier III- Individual Coaching Sessions with Specialists**

SAVVAS IMPLEMENTATION ROLL-OUT

Where we are going – action steps:

❑ ELA Curriculum Specialists will lead observations to determine highlights and areas of growth in implementation in accordance with Savvas Implementation Success Guide and checklists.

❑ Data Collected will be used to determine additional teacher and school level support services and additional professional learning options.
  ❑ Three Cheers for PreK Implementation Checklist
  ❑ MyView Implementation Checklist
  ❑ MyPerspectives Implementation Checklist

FALL BASELINE LITERACY DATA (STAR ASSESSMENT)

STAR Reading Assessment Average Grade Level Equivalent – Fall Baseline

Grade Level	Average Grade-Level Equivalent		
	2019	2020	2021
3rd Grade	2.5	3.1	2.1
4th Grade	3.9	3.4	2.9
5th Grade	3.8	3.7	3.5

FALL 2021 BASELINE LITERACY DATA (STAR ASSESSMENT)

Twenty-nine (29) elementary schools have developed *Individual Reading Success Plans (IRSP) for scholars receiving small group reading intervention in grades 3-5.*

Grade Level	Below Basic	Basic	Proficient	Advanced	Participation
3rd Grade	64%*	15%	10%	11%	91%
4th Grade	47%*	30%	13%	10%	95%
5th Grade	39%*	42%	9%	9%	92%

INDIVIDUAL READING SUCCESS PLANS (IRSP)

Where we've been:

❑ Senate Bill 54 Section 167.268 directs that any scholar exhibiting a reading deficiency receive supplemental instruction guided by a reading success plan

❑ Historically, scholars' reading progress at the elementary and secondary levels has been tracked at individual school sites via content area data trackers. Goals setting and progress monitoring were established by the teacher of record.

❑ In the 2019-2020 School Year, SLPS began developing a framework for a uniform district individualized reading plan

❑ Funds were allocated for reading teachers at Title I elementary schools (35)

INDIVIDUAL READING SUCCESS PLANS

Where we are:

❑ Twenty-nine (29) elementary schools have developed IRSP for scholars receiving small group reading intervention in grades 3-5 *Example of IRSP provided in your Board packet*

❑ The IRSP serves as a guide for identifying gaps in reading proficiency that prevent scholars from reading on grade level

❑ The plan includes goals for each scholar that are aligned with the District's goals and the individual needs of the scholars

❑ The individual reading success plan (IRSP) identifies the skills and instructional resources used to assist scholars with closing learning gaps

❑ Scholar progress in reading is recorded in the IRSP over the course of continuous four-weeks of intervention and support cycles

❑ Reading teachers utilize the intervention components of the newly adopted literacy program, *Savvas myView*

Where we are going:

❑ IRSP development for all scholars meeting the requirements

❑ Reading intervention teachers will serve as a resource to general classroom teachers in the development of IRSP

BLENDED & VIRTUAL LEARNING

Where we are:

Teacher Expectations & Accountability Metrics to Support Blended Learning

❑ Teachers/classrooms maintain a daily schedule. Updated course/classroom schedules posted and maintained

❑ All teachers of record are facilitators of standards-based instruction utilizing a Blended Learning framework. Teachers continue to utilize the Blended Learning Lesson Design tool to plan instruction

❑ All teachers of record are required to maintain an online classroom presence utilizing the district platform Microsoft Teams and maintain an up-to-date webpage and online gradebook
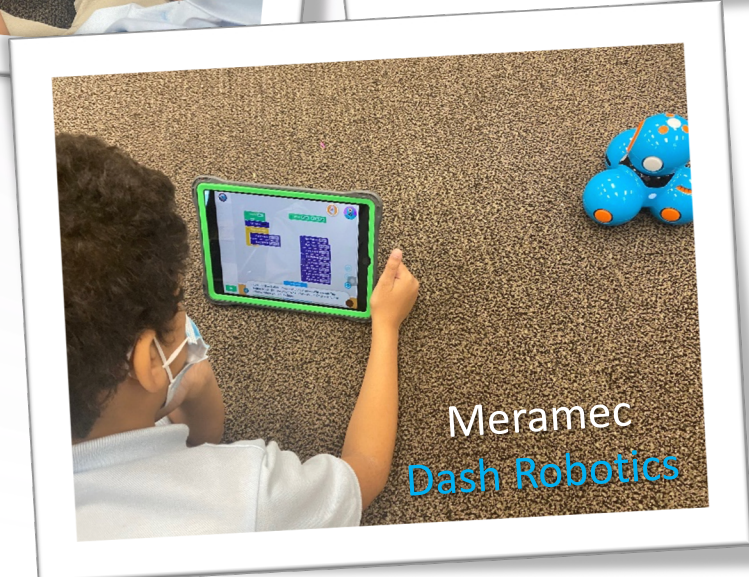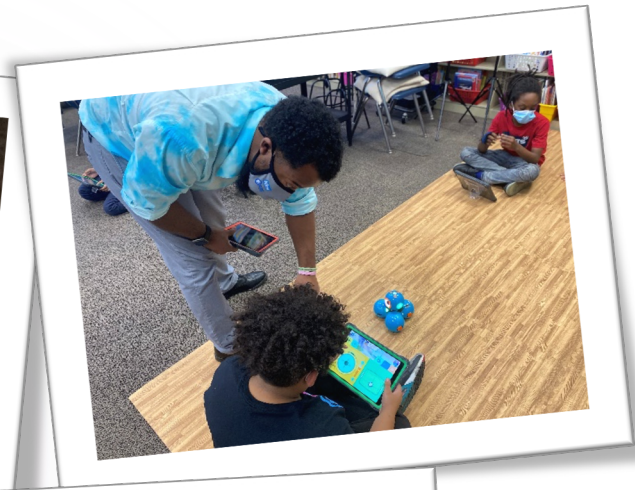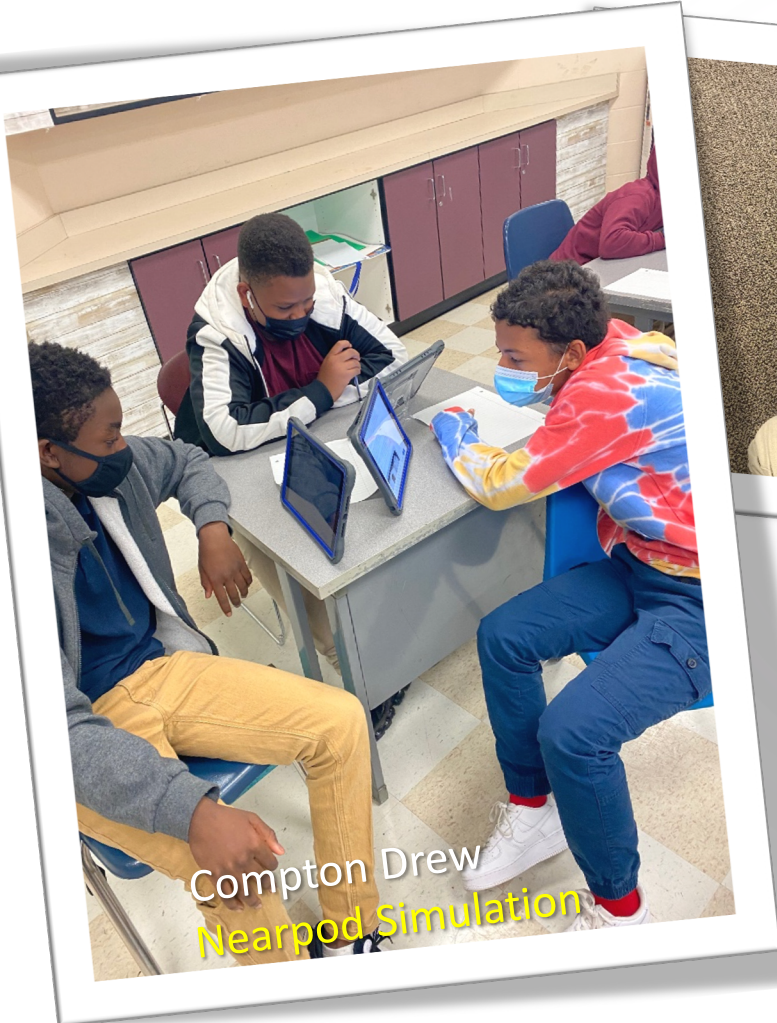
TECHNOLOGY INTEGRATION

Where we are now:

❑ Began SY 21-22 in a technology "deficit" with some scholars starting off the school year with no access to SLPS technology devices due to fines, device loss, or lack of parental contractual agreements

❑ Implementation of the **"day user"** model in which every scholar has access to a technology device during the instructional day

    ❑ Communication sent out September 2021 to distribute all remaining devices for scholar use during the instructional day

    ❑ **Ambassador 2.0** school visits, follow-up communication sent out October 2021 with the expectation for all remaining devices to be distributed and for every classroom to be a "one-to-one" environment for learning and teaching

BLENDED LEARNING & TECHNOLOGY INTEGRATION

Compton Drew
Nearpod Simulation

Meramec
Dash Robotics

BLENDED LEARNING & TECHNOLOGY INTEGRATION

Where we are going:

Intentional focus on Blended Learning and technology integration strategies

❑ **Academic Office Learning Walks** technology integration "look-fors":

  ❑ **Look For #1:** Use of technology tool to "check for understanding" or to collect formative assessment data during the instructional cycle

  ❑ **Look For #2:** Evidence of scholar use of digital productivity and/or collaboration tools *(i.e., Nearpod, Canva, note taking apps, Microsoft 365 tools: Word, PowerPoint, Excel, SWAY, OneDrive, OneNote, Teams etc.)* to demonstrate competency, present content knowledge, and/or publish work