



# Comprehensive Long Range Plan

*A Critical Path to Education Reform*

*December 2008*

**Goals ▾ Objectives ▾ Strategies**  
**Identified as the Most *Critical* and *Urgent***

# St. Louis Public Schools

# Comprehensive Long Range Plan

## A Critical Path to Education Reform

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# Executive Summary

## A Critical Path to Education Reform

St. Louis Public Schools, under the leadership of its three-member Special Administrative Board (SAB), has been working aggressively since November 2007 to collect data and engage the community in activities to create a Comprehensive Long Range Plan (CLRP). The CLRP is the District's strategy for focusing on student achievement and improving the quality and delivery of its educational services, as well as a foundation for regaining accreditation from the State of Missouri and initiating long-term reform for St. Louis Public Schools. This report reflects an external review that:

1. Encompasses SLPS planning decisions; and
2. Brings particular focus to those critical and urgent objectives which would most likely achieve re-accreditation and form the basis for long-term educational reform.

The current process – under the direction of SAB members Rick Sullivan, CEO; Melanie Adams, vice president; and Richard Gaines, chair of the Long Range Planning Committee – has produced a public outpouring of ideas, recommendations, and aspirations for the future of SLPS.

### **Alignment with State Recommendations**

Materials in this report are organized primarily according to “ePeGS” (Electronic Plans and Electronic Grants System). This system is currently under development by Missouri's Department of Elementary and Secondary Education (DESE) to enable school officials to directly connect funding streams with required plans and specific school improvement objectives. It will be a consistent, consolidated system for districts to submit grant applications and required plans. The ePeGS system includes five over-arching goal categories: Student Performance; Highly Qualified Staff; Facilities, Support, and Instructional Resources; Parent and Community Involvement; and Governance.

The CLRP provides staff with a comprehensive resource for future accountability plans as SLPS moves to the forefront of DESE's expectations for school district improvement. This framework places SLPS ahead of the curve in addressing critical issues and improving student achievement.

Throughout this report the five ePeGS categories—also called “Key Function” areas—and other information are repeated from section to section. This allows each section to stand alone for duplication purposes, if necessary, apart from the full report.

### **“Building Our Future: One Community, One School, One Child at a Time”**

Historically, the District has been a standard-bearer for excellent, innovative K-12 education both locally and nationally. Thousands of alumni remember with pride the schools and teachers who provided a rich foundation for life-long learning and career paths. The District was a catalyst for development of each individual student, as well as a catalyst for local economic growth and neighborhood stability within the City of St. Louis.

SLPS is striving to recapture its past status in the community by planning to reform its practices in providing excellent, effective instruction to each child. The SAB is committed to the vision of a comprehensive Plan not just for re-accreditation, but for future District development. The Board's vision is to make SLPS the district of choice for families in the St. Louis region and to provide a world-class education as a nationally-recognized leader in student achievement and teacher quality.



The theme for this planning effort, developed by a resource teacher and illustrative of the District's commitment toward improvement, is "Building Our Future: One Community, One School, One Child at a Time." The future of St. Louis Public Schools, particularly in this unfolding period of economic uncertainty, depends on finite resources and requisite compliance with State standards; as well as the infinite capacity of a community to reform, revitalize, and rebuild its core educational system. This report reflects both the five-year benchmarks and the long-term aspirations for true reform.

As reported by the Missouri Department of Elementary and Secondary Education in December '07, SLPS is the largest district in the State with 55 elementary schools, 16 middle schools, 16 high schools, and 5 special instructional centers. At that time, the District had 2,694 teachers and an enrollment of 30,001. The dropout rate was 12.1 percent, the attendance rate was 88.6 percent, and the graduation rate was 56.2 percent. In 2007, the District successfully met just 2 of 14 MSIP (Missouri School Improvement Plan) standards and, as a result, lost its accreditation.

Beginning in February '08, the District directed several efforts in support and preparation of a long range plan to improve its performance and regain full accreditation. These efforts have included:

- Qualitative research including focus groups;
- Quantitative research in the form of an internet survey of students;
- Recommendations from a Blue Ribbon Committee;
- "Saturday Summits" – Community engagement meetings giving voice to nearly 1500 community members;
- Automated telephone calls, mailings, and radio ads in solicitation of public opinion and involvement.

Other work products related to strategic planning, begun as early as 1999, were folded into the process as well. A cross-section of the entire community has been involved, including parents, students, elected officials, clergy, business and civic leaders, neighborhood organizations, and labor unions. Literally hundreds of District constituents have given voice to the improvement efforts. These District stakeholders are deeply invested in the successful outcome of the reform process.

From these activities and in general agreement among those who participated in the process, a set of 30 "quality standards" were identified. Planning committees formed around each of these standards and worked to identify a total of 90 strategies that were thought to be necessary in successfully achieving the 30 standards. The Special Administrative Board then worked to eliminate strategies that were thought to be prohibitively expensive, would take too long to come to fruition, or found to be redundant. Finally a list of 68 strategies was approved by the SAB.

The challenge for SLPS was to capture all the research, goals, standards, strategies, action plans, and deadlines in one concise planning document. To this end, a panel of distinguished educators was assembled to review the planning materials, including the District's Comprehensive School Improvement Plan (CSIP), and determine which objectives would be the most critical and urgent for school improvement. The resulting document reflects the District's vision and goals and the panel's focus while outlining specific steps necessary for improvement to occur. In addition, the Plan articulates practical ways to assign accountability and track progress.



## **The Planning Process**

The process was organized into several phases:

### ***Phase 1: Identification and Confirmation of Vision and Goals***

In an effort to best understand the direction toward improvement and transition of the District being set by its leadership, the Special Administrative Board members were consulted and interviewed separately. The purpose of these interviews was to allow the members of the SAB to discuss and articulate their specific vision and goals for the District.

Subsequent to these interviews, a “Summary of Vision and Goals” was produced that identified consistency in the overall direction-setting for the District as well as any discrepancy of opinion among members of the SAB. This summary provided the foundation for subsequent work.

### ***Phase 2: Alignment of Vision and Goals with CLRP Implementation Standards, CSIP Objectives/Strategies, and Other Research Data***

A working document was produced in outline form that matched the CLRP Implementation Standards, CSIP Objectives/ Strategies, and various research data with the vision and goals agreed upon by the SAB. The intent was to bring some order to the volume of materials by first listing the vision and goals set by the SAB and then aligning SLPS existing planning documents under the five key functions.

### ***Phase 3: Review by a Panel of Distinguished Educators to Set Priority Areas, Establish Action Steps, Accountabilities, and Critical Time Lines***

The third stage in the production of the Comprehensive Long Range Plan brought together a panel of local and national educators with broad expertise in a variety of educational disciplines to contribute insight to the final alignment process. A list of these panelists is provided at the end of the “Guiding Principles” section in this report . The panel’s task was most critical in placing the goals of the SAB and the aligned strategies and standards in priority order. In a sense, the panel answered the critical question: **What does the District need to do immediately to improve the academic performance of students; and what specific steps must the District take to maximize the possibilities for success?**

Panel members contributed their knowledge of national trends, best practices, examples of excellence in teaching, and the challenges facing urban school districts as they formed consensus on priority areas and outlined the necessary actions, accountabilities, and time lines. The panel was sensitive to the contributions of the community and determined to honor the work of SLPS. The panel also outlined a set of statements, labeled “Guiding Principles,” to provide a foundation to guide the District’s planning efforts now and in the years to come.



The “Guiding Principles” for the document include:

- The Comprehensive Long Range Plan must incorporate “high standards of professional practice.” Teachers should:
  - Know their students and how each of them learns;
  - Know their subject matter and how to teach it;
  - Establish an environment conducive to learning;
  - Manage and monitor student progress; and
  - Grow professionally.
- High quality professional development, along with the identification and sharing of best practices, must be seen as critical to the success of the Comprehensive Long Range Plan.
- The Comprehensive Long Range Plan is best organized into DESE’s ePeGs—the five key function areas of school improvement:
  - Student Performance;
  - Highly Qualified Staff;
  - Facilities, Support, and Instructional Resources;
  - Parent and Community Involvement; and
  - Governance.
- The Comprehensive Long Range Plan should emphasize the most **critical and urgent** objectives and strategies...and to that end give priority to those immediate pursuits having the greatest impact on reform, academic achievement, and school improvement efforts.
- All strategies and objectives within the Comprehensive Long Range Plan must tie directly to student achievement, and reading proficiency should be a central focus that connects and permeates all levels and subject areas.
- The Comprehensive Long Range Plan must be S.M.A.R.T.\* in its design. Every objective, strategy, and action step should be:
  - Strategic**;
  - Measurable**;
  - Aligned** with other governing documents;
  - With **Responsible** persons identified; and
  - Tied to a **Timeline**.
- The Plan must emphasize specificity including data collection and analysis, personal responsibility, accountability, and those foundational objectives most critical to a rapid improvement in the academic performance of students.
- The Comprehensive Long Range Plan must be a document that is strategic rather than tactical. That is, it must bring emphasis to only those most critical objectives that will move the District from where it is now to where it wants to be in the future. Likewise, every aspect of the Plan must be continuously monitored and evaluated with periodic adjustments based on relevant data analysis. Further, staff members must be held accountable for quality performance in their specific area of responsibility.
- Although the Comprehensive Long Range Plan should always honor the cultural background of urban children and their families, it must, at all times, reflect a passion that every child can learn at high levels.



## ***The Twelve Critical and Urgent Objectives***

The Twelve Critical and Urgent Objectives integrate content from the CLRP and CSIP documents as well as community contributions from all the planning activities and research. The goals and activities have been cross referenced with the CSIP document to ensure that all important issues are covered. Wrapping the content of the various planning documents around Twelve Critical and Urgent Objectives brings sharp focus to the myriad activities advanced in the planning process. It also makes the huge task of carrying out the Plan somewhat more manageable in terms of collecting, analyzing, and reporting data.

The twelve critical and urgent objectives, organized under the five key functions, are as follows:

### **KEY FUNCTION: STUDENT PERFORMANCE**

#### **1 Reading/Communications Arts and Math**

The District will provide the necessary resources and all employees will give unparalleled efforts to ensure all SLPS students perform at or above grade level in reading and math by the end of the 2013-14 school year.

#### **2 Academic Interventions**

District students identified as “high risk” of school failure (i.e. classified as ESOL, high mobility, receiving special education services, homeless and/or students who are not performing at grade level proficiency) will receive additional and effective instructional interventions designed to meet their individually assessed needs.

#### **3 Educational Persistence**

The District will show steady improvement to both attendance and graduation rates moving equal to or beyond State averages.

#### **4 Scholastic Preparation**

The District will provide SLPS graduates with an education that prepares them for the workforce via continued education in college or career/technical school; or immediate employment.

#### **5 Data Supported Decision Making**

The District will coordinate, analyze, and distribute performance data and program evaluations resulting in improved instructional and administrative practices.



## **KEY FUNCTION: HIGHLY QUALIFIED STAFF**

### **6 Highly Effective Principals in All Schools**

The District will ensure that each school has a highly effective school leader as a principal by the start of the 2010-11 school year and provide the resources necessary to drive school improvement and academic achievement efforts.

### **7 Professional Development**

The District will fully implement the Professional Development Plan as authorized by the SAB and provide the capacity necessary to ensure its success; as well as provide strategic direction to the Plan through the analysis of achievement data, the National Staff Development Standards, and performance evaluations.

### **8 Teacher Certifications and Professional Practice**

The District will ensure that every student is taught by a highly qualified teacher who holds certification in the area of his/her assignments and whose professional practices consistently demonstrate a high level of skill and proficiency.

## **KEY FUNCTION: PARENT AND COMMUNITY INVOLVEMENT**

### **9 Training and Active Involvement of Parents**

The District will increase the active and trained involvement of parents and guardians in their child's education from pre-natal through high school...setting high expectations for student performance and attendance while reducing the non-academic barriers to achievement and persistence.

### **10 Public Information and Engagement**

The District will provide consistent and meaningful opportunities for community-wide participation in the execution of the Comprehensive Long Range Plan and design and implement marketing strategies that ensure the active engagement and support of the St. Louis community.

## **KEY FUNCTION: FACILITIES, SUPPORT AND INSTRUCTIONAL RESOURCES**

### **11 Budget Allocations**

The District will contain spending by aligning revenues and expenditures to priority areas, identifying and eliminating inefficiencies, and insisting on a balance budget.

## **KEY FUNCTION: GOVERNANCE**

### **12 Clarify Roles and Responsibilities**

The District will commit to effective leadership, management, monitoring, and accountability of the most critical and urgent objectives found within the Comprehensive Long Range Plan.

This report features the Comprehensive Long Range Plan as well as supporting documents that reflect both the State of Missouri's requirements and contributions from SLPS and community stakeholders. Together, these elements combine to form the critical path to education reform for St. Louis Public Schools.





## Section 1

# Summary of Vision and Goals of the Special Administrative Board St. Louis Public Schools



**St. Louis Public Schools Comprehensive Long Range Plan**

*A Critical Path to Education Reform*

# Summary of Vision and Goals of the Special Administrative Board St. Louis Public Schools

## ***“Building Our Future: One Community, One School, One Child at a Time”***

*The Special Administrative Board (SAB) will rebuild the St. Louis Schools (SLPS) to:*

- *Improve student academic achievement; and*
- *Improve operations to better serve students, parents, staff, and the community.*

*SLPS will regain full accreditation by continuing to implement the strategies identified in the Comprehensive Long Range Plan with the understanding that full accreditation is a step in re-establishing SLPS as a premier urban public school district.*

The St. Louis Public Schools District was, at one time, a national model. Over the past few decades, both internal and external factors—social, political and financial—have negatively impacted its effectiveness and led to loss of accreditation and public confidence. Today, the three-member Special Administrative Board (SAB) is leading an unprecedented effort to reform the District, improve educational services to each student, and regain accreditation. The SAB believes that teachers, administrators, staff, and the community can rebuild a school district that is second to none. With the great educational tradition in St. Louis, there is perhaps no other city in the country more able to mobilize its resources to once again create a national model of urban public education.

After a year of service to the District, including months of planning and research, the SAB has completed the Comprehensive School Improvement Plan for the District and is completing the Comprehensive Long Range Plan. The SAB’s common goals have shaped a final planning document and provided the major principles against which improvement standards and strategies will be measured.

To that end, individual interviews were conducted with members of the SAB to determine the members’ hopes, aspirations, and goals for the District as they provide the leadership necessary to improve student academic achievement and regain State accreditation.

The following are goals held in common among the three members of the Special Administrative Board. Goals are organized in key function areas of school improvement according to “ePeGS” (Electronic Plans and Electronic Grants System) as identified by the Department of Elementary and Secondary Education (DESE).

Furthermore, it is important to note that the Comprehensive Long Range Plan and the following goals are treated as a living document. As the strategies of the Comprehensive Long Range Plan are implemented, outcomes will be reviewed and results reported to the community. If the intended outcomes are not achieved, the Comprehensive Long Range Plan will be revised by the Special Administrative Board and the Superintendent.



# STUDENT PERFORMANCE

## **DESE KEY FUNCTION AREA:**

Develop and enhance quality educational/instructional programs to improve student performance and enable students to meet their personal, academic and career goals.

## **SAB GOAL:**

**The District will provide SLPS graduates with an education that prepares them for the workforce via continued education in college or career/technical school; or immediate employment.**

Obviously members of the SAB view academic achievement as the highest priority and most critical area of the District's plan for improvement. Each member was quick to point out that the system has failed a significant number of students and that steady gains in student performance must be the driving force behind any long range planning efforts. No matter the area of concentration—from curriculum to school facilities to management strategy—all roads must lead to a sustained and aggressive focus on students and student learning.

The following consensus points were most salient when SAB members discussed their goal of student performance:

- At a minimum, students should read and understand mathematics at their respective grade level.
- Students should be taught a diverse, high-quality curriculum that moves students from early childhood education through their graduation.
- Effective academic programs should be replicated throughout the entire school system providing all students with consistency, continuity, and equal access.
- Programs and services that have not proven to strengthen academic achievement should be eliminated.
- Parents must be active participants in their children's academic achievement. The more involvement, the more success.
- Student performance goals should be achieved within three to five years.



# HIGHLY QUALIFIED STAFF

## ***DESE KEY FUNCTION AREA:***

Recruit, attract, develop, and retain highly qualified staff to carry out the District mission, goals, and objectives.

## ***SAB GOAL:***

**The District must demand strong leadership from principals and effective instruction from teachers to ensure students perform academically at or above their grade level.**

The SAB paired the goal of strong leadership and teaching at the school building level with student performance as its highest priorities. Lack of accountability, uneven administration, and ineffective teaching feed the problems of low attendance and lack of achievement. While the SAB believes strongly in providing broad opportunities for teachers and principals to improve their skills, members also believe that ineffective employees whose students fail to achieve educational goals should be removed from their positions. The SAB stresses accountability throughout the District.

- The District should recruit, train, and retain excellent employees.
- The District should provide an effective staff development program for instructional staff and principals to ensure students perform at acceptable levels as defined by DESE.
- The District should provide effective management training for promising staff who aspire to be principals as well as regular opportunities for principals to renew and improve their management skills.
- The District should demand strong leadership from principals and teachers to assure students achieve expected grade-level performance.
- The District should demand a strong accountability program for teachers and principals and institute an effective evaluation program to monitor their performance.



# PARENT AND COMMUNITY INVOLVEMENT

## ***DESE KEY FUNCTION AREA:***

Promote, facilitate, and enhance parent, student, and community involvement in District educational programs.

## ***SAB GOAL:***

**Parents and the community should be engaged in setting high expectations and supporting student achievement.**

Engaging parents in their children's education can be a challenge in an urban environment, but parents' high expectations for attendance and performance are critical to student success. SAB members acknowledge that heavy family work schedules, frequent family relocation, parents' financial challenges, and multiple caregivers are just a few issues that can make parental engagement difficult. In addition, a community that has lost trust in the ability of its school district to successfully educate its students is less inclined to sustain appropriate involvement over time.

The SAB addressed this issue with the following consensus points:

- Parents and the community must be kept thoroughly informed, and District functions must be transparent to parents, community stakeholders, and the media to build credibility and trust.
- The District must provide innovative opportunities to locate and engage busy parents and caregivers to reinforce support for student achievement.
- The District should develop a strong volunteer program to encourage community involvement and help close gaps in the curriculum and services.



# FACILITIES, SUPPORT AND INSTRUCTIONAL RESOURCES

## ***DESE KEY FUNCTION AREA:***

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

## ***SAB GOAL:***

**The District's physical plant should reflect the number and needs of the students enrolled.**

Families identify with the District through the schools their children attend. The schools' facilities, maintenance, and administration are keys to providing the most enriching environment possible. While closing school buildings can be a disappointing process for the neighborhoods involved, ultimately the fund reallocation will provide a better educational experience for each child. The SAB concurs that resources can be more consistently allocated if the overall physical plant is reduced to a size that reflects enrollments.

- The District should reduce the number of school buildings to better serve students and conserve resources.
- The District must provide a high level of comfort and safety for students, whether auxiliary services are outsourced or managed in-house.
- Redundant and ineffective programs and services should be eliminated to promote effectiveness and conserve resources.
- The District should maintain a budget that reflects student performance goals, the priorities of the District, and CLRP priorities.



# GOVERNANCE

## ***DESE KEY FUNCTION AREA:***

Govern the District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

## ***SAB GOAL:***

**The District must develop stable leadership in its administration and support an effective governance system.**

The SAB concurs that St. Louis Public Schools must implement stable, effective and accountable leadership throughout the District from the Superintendent, through the District office staff, through the management of District wide programs, through school building-level leadership. The Superintendent should be committed to implementing the Comprehensive Long Range Plan and holding staff accountable to carry it out. Multi-year stability will build trust, both internally and externally, and provide a strong foundation for staff effectiveness and student achievement.

- The Superintendent of the District should commit to overseeing the achievement of the goals and objectives of the Comprehensive Long Range Plan.
- The District's budget should reflect the goals and activities of the Comprehensive Long Range Plan.
- The SAB should prepare recommendations for local and State officials regarding the future governance system for SLPS.



# Proposed Quality Standards

## ***Adams***

- All children reading on grade level by 3rd grade
- Community engagement through volunteer activities
- Diverse Co-Curricular Activities in partnership with area Colleges and Universities
- Accountability measures for all levels of the District
- Restructure the District
- Improve external and internal communications

## ***Gaines***

- Parental Engagement
- Athletics
- Accommodate Student Mobility
- Parent Incentives Program
- Student Incentives Program
- Nutrition
- Vocational Education

## ***Sullivan***

- Strengthen Magnet Schools
- Expand After School Programs
- Pre-K for every child
- Mandatory reading achievement
- Incentive compensation
- Leadership development
- Alternative Education Programs
- Prepare for increasing ESOL enrollment
- DESE's support and participation
- Create an Office of Volunteerism

## ***Blue Ribbon Committee***

- School District Plan with accountability and resources
- Improved attendance graduation rates and college/career readiness
- Recruitment and retention of more highly qualified teachers
- Students meet or exceed various tests
- Eliminate social promotions
- Measure academic achievement with short, intermediate and long term assessments



## ***Focus Group 1***

- Encouraging schools to have clear and high expectations for the student (realistic goal setting)
  
- Export the formats of successful schools to low performing schools
- Formatting the school's program so that there is high parent involvement-low discipline problems-small class size, high attendance – “bottom up” professional development, and a pre-school program
  
- Increasing the school's extra curriculum programs
- Instructing principals in leadership (supported by core group of committed veteran teachers or principles of leadership)
  
- Filling the district's need for “excellent teachers”
- Keep students with the same teachers for more than one year.(Looping)
- Regular visits to schools by education and business leaders—schools could be adopted by businesses
- Allocate appropriate resources to low performing schools
- Develop stronger summer school program
- Develop stronger before and after school programs
- Vocational Education
- Small class size
  - Tutoring by certified teachers
  - Citizen engagement structure
  - Attendance policy
- Stability in grade configuration
- Math and Science program
- Stable senior leadership
- Parent-friendly schools
- More teacher support
- Staff inroads into family
- Increase building utility
- Discipline/Real Alternative Education
- Funding revenue Source
- Set mastery education grade goals
- Full time Social Workers
- Start high school day later
- Buildings that facilitate learning

## ***Focus Group 2***

- Increasing support for special education (autism)
- Engage parents to explore student options
- Provide appropriate teaching materials
- Increase discipline of students
- Administrators should support teachers
- Increase attendance rate
- Organize priorities around services
- Improve communication between parents and schools
- Improve curriculum training for teachers
- More consistency of resources
- Post job openings
- Encourage stronger commitment from the teachers
- Identify school's "hot pockets"
- Increase support in staffing and transportation
- Set goals for Mastery (Grade passing)
- Increase communication between school and parents
- Set attainable goals
- Enforce the student's rights and responsibilities handbook
- Increase district wide training
- Teach kids according to their proficiency level
- Alignment of benchmark test and pacing chart
- Parents should be held accountable
- Individualize instruction/smaller class sizes
- Improve staffing and recruiting of quality teachers
- Recruit and support qualified teachers
- Evaluation of each building
- Standardize the communication structure
- Pre & Post testing
- Transportation (Busing)

## ***Elected Board of Education***

- Address School Safety
- Implement strong student discipline policy
- Increase levels of Alternative Education and services
- Quicker intervention for chronically disruptive students
- Increase Parent Involvement
- Administer Parent / School surveys
- Listen to Parents more
- Improve Teacher Retention
  - Provide more staff development for teachers
  - Increase the hands-on support of 801 Administrators of teachers in the field
- Increase the number of Social Workers in the District
- Realign Resources
- Take advantage of not for profit organizations that can offer supplemental services
- Allocate funds based on student needs
- Improve student attendance
- Provide more information regarding cost savings from school closures
- Identify costs of state and federal mandates to determine what revenues remain
- Improve College Planning Process



## Section 2

# Comprehensive Long Range Plan Organized by *Key Function Areas* for School Improvement



**St. Louis Public Schools Comprehensive Long Range Plan**

*A Critical Path to Education Reform*

# Introduction

The following pages bring together the Comprehensive Long Range Plan (CLRP) and the District's 2008 Comprehensive School Improvement Plan (CSIP) into one common planning document. To organize and clarify the objectives and strategies of these two planning documents, this section outlines each into one of five key function areas of education reform efforts. In addition to listing the objectives and strategies into these five areas each was further segregated into sub groupings which brought further clarification to their overall intent.

These five areas along with sub groupings include:

## **Student Performance**

- Reading/Communication Arts and Math
- Education Persistence
- Scholastic Preparation
- Specialized Educational Programs and Services

## **Parent and Community Involvement**

- Community Education/Involvement
- Parent Education and Training
- Marketing and Communications

## **Highly Qualified Staff**

- Recruitment
- Selection
- Induction
- Evaluation
- Professional Development

## **Governance**

- Data Driven Decision Making and Evaluation
- Policies and Procedures
- Planning

## **Facilities, Support, and Instructional Resources**

- Instructional Materials
- Technology
- Finance-Administration
- Safety and Security
- Building Environments

From this initial listing, each objective was then aligned with the Implementation Standards of the Comprehensive Long Range Plan and the strategies listed within the Comprehensive School Improvement Plan. In this way, those who review the combined document will be able to more easily cross reference each objective and its corresponding strategy(s).

As members of the expert panel of educators met to give comment to the District's planning efforts, they were asked to review these objectives and strategies by function area and by sub grouping. From their review a set of critical and urgent objectives were delineated. These critical and urgent objectives are detailed in a separate section of this report.



Student Performance: Reading/Communication Arts and Math		(Cross References)	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To decrease the percentage of students scoring below proficiency by 10% on the MAP tests	The education officers will monitor the use of current assessment results to plan instruction as specified in the School Improvement Plans.	17	
	The Academic Office will monitor the overall improvement of educational programs, practices and procedures through the use of the MSIP Observation Form.	22	
	The education officers will monitor classroom strategies that will accommodate the learning needs of individual students as specified in the School Improvement Plans.	18	14, 30
To improve MAP results in grades 3 - 5 communication arts by decreasing by 10% the students scoring below proficiency	The District will explore a variety of approaches to improving grades 3 - 5 communication arts including cluster writing workshops, young authors and the inclusion of MAP vocabulary in classroom lessons.	19	1, 18
To improve MAP results in grades 6 - 8 communication arts by decreasing by 10% the students scoring below proficiency	The District will explore a variety of approaches to improving grades 6-8 communication arts including literacy circles, book clubs, Read 180, writing programs and labs.	20	1, 19
To improve MAP results in English and communication arts based on the end of year course exams* <i>*(There will not be any baseline data available prior to 2010)</i>	The District will explore a reading intervention program for credit and a writing class for students.	23	1, 22
To provide access for 25% of eighth graders to reading interventions in the middle school	The District will strengthen the 8th to 9th grade transition program and will explore ways to provide enhanced academic supports to students throughout the middle school experience.	25	19, 20, 21



Student Performance: Reading/Communication Arts and Math		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
	The District will design and implement a district-wide, data-driven school improvement planning process.	36	
To maintain the alignment of District's curricula to state standards and grade or course level expectations	The District will develop tools to identify the coverage and emphasis placed on state standards and expectations within the District's curricula.	51	
To improve reading skills of Kg-8 District students reading at grade level by 5%	The literacy needs of students will be assessed when students enter school using the Diagnostic Reading Assessment (DRA).	52	1
To align District assessments such as Kaplan and Acuity with District curricula	The District will analyze assessments to determine their alignment to the District's curricula.	53	
To establish requirements for grade promotion	All appropriate departments will cooperate in developing grade promotion requirements.	54	
To prepare District preschoolers with language, cognitive and early reading skills for success in kindergarten and beyond	Preschool staff will provide educational activities to promote cognitive and language development of children, and information to parents on child development and parenting skills.	59	10



Student Performance: Reading/Communication Arts and Math		(Cross References)	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To decrease the percentage of students by 10% scoring below "Proficient" on the MAP	ESOL will annually administer MAP and use disaggregated data to adjust ESOL curriculum and instruction.	62	
	English Language Learner's support staff will provide responsive services to students and parents to address issues that may affect students' academic, social and career development.	63	
To develop ESOL Curricula	ESOL will implement the written ESOL curriculum developed in partnership with the Center for Applied Linguistics (CAL).	67	13
	ESOL will adopt a new ESOL textbook series, KG to 9th Grade, with an adoption added every year for three years until the goal is met.	68	13

Student Performance: Educational Persistence (Attendance; Graduation)		(Cross References)	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To ensure that 100% of students graduate from high school	The District will review supports needed for students to graduate from high school at an increased rate of 5% per year.	3	
To meet the State's mandated attendance rate of 95% for K-5, 93% for 6-8 and 90% for 9-12	The Academic Office will monitor the implementation of each school's attendance plan.	8	29
	The District will hire attendance officers for the high schools with the consistently lowest rates of attendance.	9	28, 29
	The Student Support Services staff will work together as Care Teams with other school district staff, community agencies and family members to address barriers to student achievement that interfere with school attendance.	15	



<b>Student Performance: Scholastic Preparation (ACT, AP Courses, Career-Technical Ed)</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To ensure that 100% of students will complete challenging high school studies that have an identified set of learning expectations	The District will annually review and analyze rates of high school courses and their outcomes in terms of grades and passing in order to adjust course contents and teachers as appropriate.	4	
To commit to 100% of students being both career and college ready as they proceed from high school to post-secondary opportunities	The District will annually review the various options for career and college training provided at each school in order to make adjustments as appropriate.	5	26
To increase annually by 2% the percentage of graduates who attend postsecondary education	The District will provide a class for postsecondary planning to students and related professional development to staff.	6	23, 26
To ensure that 85% of graduating seniors apply for admission to a postsecondary program or institution	The District will track the progress of seniors as they apply to postsecondary programs or institutions.	7	26
To increase by at least 10% annually the number of AP classes offered in District high schools and the number of low-income students enrolled in AP classes and to show a 5% increase annually in the students who score 3 or above based on the test given	The Academic Office will monitor the overall improvement of the AP program through the use of the District Scorecard.	10	24
To Increase by at least 10% annually the number of AVID classes offered in District middle and high schools, and the number of low-income students enrolled in AVID classes	The Academic Office will monitor the overall improvement of the Pre-AP (AVID) program through the use of the District Scorecard.	11	24
To increase the number of prevocational and vocational courses in Grades 9 - 12	The District will increase the number of approved career and technical programs in each school and will work to ensure that students are selected and placed appropriately.	12	4, 25



<b>Student Performance: Scholastic Preparation (ACT, AP Courses, Career-Technical Ed)</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To provide career and technical student organizations for 100% of approved program	The Division will increase high school student involvement in Career and Technical Student Organizations.	38	
To provide experiential components and industry certifications for students in career and technical programs	The Division will ensure the continued implementation and expansion of experiential components, articulation agreements, and industry certifications for career and technical students.	39	4
To provide career and technical education courses in all high schools	The Division will actively seek to re-establish a comprehensive set of career and technical programs based on the instructional focus within each school.	147	25, 27



<b>Student Performance: Specialized Education Programs/Services</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To continue and expand summer school offerings for students to increase enrollment by 5%	The District will assess the summer school offerings from the past few years, determining the variety of programs based on students' learning styles, and make adjustments to provide a rich array of experiences.	16	12
To demonstrate improvement each year by 10% in the measures associated with the IDEA Performance Goals and Initiatives as adopted by the Missouri State Board of Education	IEPs will be written and implemented to connect the student's program to the appropriate general education curriculum for that child's age and grade level.	134	
	IEPs for students eligible for Alternate Assessment in the MAP will be written and implemented to align with the Alternate Academic Achievement Standards.	135	



<b>Student Performance: Specialized Education Programs/Services</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To identify and interact with community resources that can benefit students through guidance services	The Department will create a plan for developing and implementing outside agencies and resource persons to help students.	145	
To identify 100% of gifted students at the earliest possible point in their schooling	The District will identify those students at Preschool and Kindergarten who score at the required level and those students who score one standard deviation below using a non-verbal assessment.	80	
	The District will provide enrichment to potentially gifted students in a pull out model for one year and then re-administer the screening instrument to determine if the student has met gifted program requirements.	81	
To identify those students who have met the requirements for identification as Gifted, but have not been placed in a school with Gifted services	A plan will be developed to provide services to gifted students in schools without gifted teachers.	82	
To monitor and track opportunities for cooperation and coordination between special and general education	The District will develop the Response to Intervention (RTI) model and will monitor its implementation in a set of pilot schools.	136	
To monitor and track opportunities for cooperation and coordination between Special and general education within SLPS	The District will review the existing therapeutic interventions for students experiencing significant social or emotional problems and create a more comprehensive system.	139	
To operate after school programs in 100% of the schools	The after school coordinator will work with all schools to ensure the high quality of after school programs.	21	



<b>Student Performance: Specialized Education Programs/Services</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To reduce barriers to education for children and youth in homeless situations	The District will meet all provisions of the NCLB Act dealing with homelessness.	98	
To reduce incidents of Type I and Type II behavior infractions by 2%	The District will assist individual schools to implement positive behavior support programs such as character education and will track the reduction of infractions by school.	99	7, 15
To support a yearly expansion of alternative education options that increase the number of students by 5%	The District will continue to explore successful alternative programs in other parts of the United States for potential implementation.	95	
	The District will work with community resources to develop contractual alternative education options to respond to the learning needs of students.	96	4, 15
	The District will develop in-school programs and services to support at-risk students.	97	



Highly Qualified Staff: Recruitment		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To increase the number of ESOL teachers by five	The District will increase the number of ESOL teachers until aligned with DESE's required student teacher ratio.	69	13
To ensure that 100% of the District's teachers and administrators will be certified in their appropriate certification area	The District will develop and implement a comprehensive teacher recruitment and training program.	154	8



Highly Qualified Staff: Selection		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To ensure that 100% of the District's teachers and administrators will be certified in their appropriate certification area	The District will utilize the MoReap on-line application system.	155	
	The District will strengthen and expand partnerships with local universities such as the University of Missouri-St. Louis' Career Transition Certification Program.	156	8
	The District will establish and implement a comprehensive, collaborative, uniform interview and selection process.	157	
To hire coaches that meet the guidelines established by the Missouri High School Activities Association (MHSAA)	The Public High League Office in conjunction with the Phys Ed department will screen all coaching applicants to be sure that they meet the MHSAA guidelines.	159	



<b>Highly Qualified Staff: Induction</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To develop and implement a Beginning Teacher Assistance and Mentoring Program to improve retention of 1st and 2nd year teachers over the prior year	Beginning Teacher Assistance and Mentoring programs will be reviewed and analyzed to determine best practices and procedures.	112	
	The District will facilitate and provide logistical and technical support to professional development activities and initiatives that address curriculum and instructional practices related to student achievement.	115	30
To ensure that 100% of the District's teachers and administrators will be certified in their appropriate certification area.	The District will implement a Peer Intervention Model designed to support new teachers and administrators effectively.	158	8
To recruit, train, and assign quality mentors to 100% of 1st and 2nd year principals	The District will analyze both the leadership needs of the beginning leaders and the school needs to appropriately match mentors and mentees.	103	
To refine the procedures and implementation strategies to train new staff and continue training existing staff in the model of Professional Learning Communities (PLC) with an emphasis on assessments	The Regional Professional Development Consortium will continue to work with site teams to refine the PLC process and to emphasize assessments.	28	21, 30

Highly Qualified Staff: Evaluation		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To develop process and implementation strategies to train all site-based administrators to perform and document teacher evaluations	All site-based administrators will be trained by Human Resources staff to conduct and document teacher evaluations	26	
To ensure that 100% of the District's teachers and administrators will be certified in their appropriate certification area.	The District will conduct semi-annual certification renewal audits and certification upgrades.	153	



<b>Highly Qualified Staff: Professional Development</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To assist eMINTS classroom teachers in using technology with constructivist strategies	All eMINTS teachers will participate in ongoing, intensive professional development to support constructivist instructional strategies that support the District's curricula.	87	
To demonstrate improvement each year by 10% in the measures associated with the IDEA Performance Goals and Initiatives as adopted by the Missouri State Board of Education	The District will develop and submit a State Improvement Grant to DESE to support professional development necessary to meet the Performance Indicators.	131	
	The district will develop and conduct training for Special Education managers, compliance teachers and selected building staff to ensure a competent level of knowledge relative to IDEA requirements.	137	
	The District will coordinate improvement efforts in Special Education to ensure a connection to the general education curriculum.	133	
To design a course of study for principals, assistant principals, and 1st-2nd year principals	The District will collect and analyze evaluations from PD sessions, Performance-based Evaluation instruments, and anecdotal data from Education Officers to design monthly professional development.	102	3



<b>Highly Qualified Staff: Professional Development Chart Title</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To design professional development modules to accompany the Leadership Performance Matrix	The District will work with DESE's Leadership Academy to develop on-line modules accessible by supervisors and those who provide professional development to building level administrators.	104	
To develop and implement a District-wide Professional Development Plan that meets or exceeds MSIP standards	Evaluations from PD activities will be collected and analyzed to make decisions regarding effective content and delivery.	113	
	The District-wide Professional Development Committee and sub-committees will update the PD plan annually.	114	
	The District will conduct district-wide and building level needs assessments.	116	17, 18, 19, 20, 21, 22, 30
To develop effective instructional programs and practices to meet the requirements of MAP	A comprehensive professional development plan to train teachers and administrators in utilizing differentiated instructional strategies will be developed.	55	3, 16, 30
To develop procedures and implementation strategies to select instructors, train staff, develop time lines for testing and determine the percentage of the final course grade represented by the end of course testing	DESE personnel will be utilized to train all selected staff to grade the performance events on the tests, and for education officers and the principals to determine the point value of the test results towards a student's final course grade.	24	
To develop procedures and implementation strategies to train 100% of instructional staff to utilize teacher-made assessments aligned to the curriculum and reflecting the appropriate level of Depth of Knowledge	DESE staff will be utilized to train instructional coaches who in turn will train all school staff.	2	



<b>Highly Qualified Staff: Professional Development</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To establish classroom environments that are conducive to learning and student achievement	The District will provide on-going training in discipline models and classroom management to all new teachers and all staff.	118	
To identify the best curricular frameworks and instructional methodology for use with gifted learners in an urban setting	The partnership with Maryville University will be utilized to provide professional development for teachers in an effort to increase the number of gifted students from under-represented populations.	83	
To increase the percentage of the District's teachers certified in their appropriate content area	Tuition assistance will be provided for all teachers who need to become highly qualified.	160	
To meet the State's requirements for school programs in Health/Wellness and Physical Education/ Activity	The District will implement and provide professional development for K-12 Curriculum for Physical Education and Physical Activity.	149	
To promote high levels of customer satisfaction	Training on effective customer service will be provided continually to school and central office staff.	119	
To provide intensive professional development for all teachers, coaches and principals in core subjects	The District will provide on-going literacy training in content areas through the Consortium on Reading Excellence (CORE) for coaches, teachers and principals.	117	1, 18, 20, 22



<b>Highly Qualified Staff: Other</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To identify those students who have met the requirements for identification as Gifted, but have not been placed in a school with Gifted services	The District will seek funding to hire a traveling certified gifted teacher to provide services to unserved students.	84	
To ensure that every position in the Safety and Security Department has a written job description and standard operating procedures	Safety Officers will be given specific details of their duties and responsibilities along with a complete set and explanation of SOPs.	129	
To fund District supervisory curriculum staff	Student instruction will be enhanced and monitored by school coaches and District supervisors.	143	



Facilities, Support, and Instructional Resources: Instructional Materials		(Cross References)	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To build and maintain a Leadership Professional Development Library	The District will analyze the leadership growth needs per the Performance-based Evaluations and anecdotal records of administrative supervisors to purchase materials that will enhance growth and development.	106	
To improve the resource collections (books, periodicals, visuals) for the District LMCs to meet at least Level 2 of the collection standards as outlined in Standards for Missouri School Library Media Centers	Each LMC will do a collection analysis to ascertain the average age of the existing collection and the specific areas that need to be addressed for future purchases.	56	
	Resources for the LMC will be selected with input from staff and students.	57	
	All new materials will be cataloged and entered into the automation system for maximum access, as well as to meet the criteria (must be cataloged) to be able to count the new purchases on the annual Missouri State Report.	58	
To provide career awareness/exploration at the elementary/middle school levels	The District will provide career awareness/exploration, classroom instructional materials and appropriate professional development.	146	

<b>Facilities, Support, and Instructional Resources: Technology</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To assist eMINTS classroom teachers in using technology with constructivist strategies	The eMINTS classrooms which were set up through the grant will continue and serve as a potential model for infusing technology into the classroom.	86	
To support the school system with a framework that will promote higher academic achievement; a lower absenteeism/drop-out rate; greater safety and security in the classroom; and higher staff productivity	The District will develop a cooperative processing architecture for the deployment of intelligent workstations, cross-platform support and associated technologies that are compliant with current standards and that use updated computers.	88	
	The District will develop a telecommunications network infrastructure for a decentralized shared information and decision making environment with the capability of providing all students, teachers, administrators and parents concurrent access to information and academic tools for teaching and learning.	89	
	The District will build a technology organizational structure that demonstrates skills needed to support school district technology initiatives and a structure commensurate with other successful technology organizations.	90	
	The District will build a Student Information System designed to ensure accurate and timely student management information.	91	
	The District will develop a technology-driven curriculum integration, assessment and accountability solution that will clearly measure district-wide performance of administrative and academic results.	92	



Facilities, Support, and Instructional Resources: Finance/Administration		(Cross References)	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To ensure that all reports are on time, complete, and accurate and are done in a professional manner	Accurate financial reports will be provided monthly to the SAB that also can be reviewed and understood by the public.	73	
	The Finance Department will present an annual budget for SAB approval and will monitor it during the year.	74	
To provide accurate accounting and reporting of District finances	The Finance Department will implement financial procedures to ensure the continued accurate accounting and reporting of the District's finances.	78	
To reduce the deficit unrestricted fund balance at the end of Fiscal Year 2006-07 and ongoing through 2010-11	The District will reallocate and reduce the existing budget to provide adequate funding while freezing excess funds.	75	
	The District will maximize availability of non-GOB funds and reduce baseline expenditures in the GOB funds.	76	
	The District will continue to review existing contracts and rebid as appropriate.	77	



Facilities, Support, and Instructional Resources: Finance/Administration		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
	The District will develop a database management system that will provide the bridge to connect student management, finance, human resource and auxiliary support departments (facilities, transportation, food service, etc.) with each other and to schools for a single repository (data warehouse).	94	

Facilities, Support, and Instructional Resources: Safety and Security		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To promote safe and secure environments within and around school buildings.	Safety and Security staff will be trained in specific school safety procedures with a special emphasis on schools with the highest incidence of discipline problems.	126	7
To establish partnerships with the City, and other community emergency responders, that develop an effective emergency response and crisis management capacity	The District will identify funding resources to help ensure the continuation of the emergency operations plan at the end of the current period of grant funding in accordance with the US DOE's crisis management guidelines.	130	
To assist schools with drug prevention and safety	Support programs for school-based drug prevention and safety issues will be established.	141	



Facilities, Support, and Instructional Resources: Building Environments		(Cross References)	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To ensure that all buildings meet a score of 80% or above on the Building Inspection Form Scorecard	The District will conduct monthly reviews of Facility Readiness Scorecard for building cleanliness, maintenance issues, and grounds.	107	
	Work orders or concerns will be responded to within five (5) working days after submittal.	111	
To increase utilization of District buildings	The District will review school configurations and utilization and will monitor the demographics of the District to ensure efficiency.	109	9



Facilities, Support, and Instructional Resources: Other Support Services		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To ensure effective and efficient transportation services	All transportation services will be monitored to ensure that the District is providing safe and efficient transportation in compliance with all Missouri statutes, regulations, and board policy.	110	
To maintain a 40% or above participation rate for breakfast; and maintain a 68% or above participation rate for lunch	The District will provide a healthy nutrition program with choices that meets all standards and increases meal participation by offering palatable meals.	108	



Facilities, Support, and Instructional Resources: Other Support Services		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To provide all students access to core and elective coursework through the virtual school online environment	All Virtual School teachers, guidance counselors, lab facilitators and support staff will provide ongoing and consistent support to students enrolled in the online environment and their parents.	85	



Parent and Community Involvement: Community Education/Involvement		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To ensure that 80% of the students who attend Community Education Centers (CEC) and the local community adult population have a positive experience as they participate in CEC programs	Community Councils work with school principals, community education staff, students and local partners to examine local data, surveys and community conversations to identify needs and interests that provide the basis for program offerings.	44	
	The District hosts monthly Community Council and Community Council Chairpersons meetings to examine local data and identify common issues and concerns.	45	
	Individual CECs conduct program evaluation, community needs assessment, community program surveys a minimum of two (2) times per year.	46	
	The District will continue to maintain a joint funding stream with St. Louis City Community Development Administration.	47	



Parent and Community Involvement: Community Education/Involvement		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
	Classes for community adults are offered such as: ALE/ABE, GED, adult education, Bosnian, Spanish, Vietnamese, basic technology and software instruction, trades training, money management, business skills, career exploration, home improvements, health and cultural programs.	49	
	To increase awareness of District technical education offerings The Division will develop a comprehensive marketing plan for career and technical education program offerings.	13	4, 25
To increase the level of adult participants by 5% in available programs	The District will expand opportunities for the delivery of GED, ESOL and Literacy services, and Adult Technical Education.	42	
To increase by 5% the number of volunteers available to work with schools	The District will initiate a campaign to stimulate volunteerism in neighborhood schools, will establish advisory committees and identify funding sources.	43	11

<b>Parent and Community Involvement: Parent Education and Training</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To involve parents in the educational process of their children from prenatal to kindergarten in PAT program and preschool centers	ECE staff will provide parents with information related to child development and parenting skills, including children with special needs.	60	5, 10
To fund Parent Support Specialists to assist schools in partnering with parents to improve student achievement	Schools will involve parents in developing and implementing a Parent Involvement Plan, which includes a School-Parent-Student Compact.	142	5, 6



Parent and Community Involvement: Marketing and Communications		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
To ensure that all ESOL center schools have ESOL home/school support	Families will be updated through the District's webpage, bilingual automated phone calls, broadcasts on local bilingual radio stations, and articles in bilingual newspapers.	65	
	ESOL will create a communication plan that includes an ESOL Council and an in-house Translation Team for parents.	66	
To extend workshops, training and professional development to reach 20% of those outside of the SPED Division	The District will enhance awareness and understanding of Special Education needs and services through a public-access web site, a speakers bureau and Educational Resource Center.	138	

Parent and Community Involvement: Marketing and Communications		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
	The District will create an advisory board that assists Public Information on meeting existing and emerging needs.	122	
	Television programming on Channel 20 will be increased by two original programs per month.	124	
	Parent engagement will be strengthened by sharing information through newsletters that explain District programs and services in a parent focused and friendly manner.	125	5, 6
To improve the scheduling for athletic events	The Public High League Office will contract with Schedule Star for web-based scheduling and activities software that can be accessed by the public.	120	2
To inform parents of school options for their children	All information regarding the AYP status of each school, school choice, and supplemental educational services will be disseminated to parents based on NCLB guidelines.	140	
To inform the public on the status of the Comprehensive Long Range Plan	The District will keep the community informed of the status of the Comprehensive Long Range Plan including publishing a quarterly newsletter for distribution to all stakeholders.	72	
To serve as a conduit for connecting corporate and community resources to students and the District	The Division will continue and expand its outreach to businesses, colleges, and community agencies for programs and services to support K-12 students.	41	4



<b>Governance: Data Driven Decision Making &amp; Evaluation</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To provide principals and school leadership teams with quarterly data to inform decision-making	The District will analyze and develop a report of student disaggregated assessment data for distribution to all departments.	30	
	Principals will be provided with building-level disaggregated trend data to enable them to make informed programmatic decisions and interventions for underperforming subgroups.	32	3, 30
	Principals will be trained in data analysis to use assessment results to identify gaps in performance and inform decision making and improvement planning.	33	3, 30
	Principals and their leadership teams will be provided with three-year trend data in achievement, attendance, graduation rates and previous year's discipline data.	34	3, 30

<b>Governance: Policies and Procedures</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To assess annually the District's career and technical programs	The Division will continue a yearly independent program evaluation to be presented to the Board of Education.	40	
To ensure that IDEA compliance standards as specified by DESE will be met	The District will conduct regular reviews of special education files to ensure compliance.	132	

Governance: Policies and Procedures		(Cross References)	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
	The District will monitor and make staffing adjustments based on student enrollment in individual classes.	152	13
To meet the MSIP standards	The District will monitor to ensure meeting the MSIP standards for course offerings.	148	
To provide a procedural plan that coordinates biennially the review of all programs and services	The District will design a reporting format for the evaluation of all programs and services to be provided to the SAB.	37	
To reduce incidents of Type I and Type II behavior infractions by 2%	The Board of Education will annually adopt the Student Code of Conduct, and school personnel will be trained to implement these policies.	101	7, 15
To review disaggregated performance data annually	The District will prepare a review of assessment data of reportable subgroups for the SAB.	31	



<b>Governance: Planning</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
To develop a Comprehensive Long Range Plan	The District will create a five-year Comprehensive Long Range Plan and will conduct semi-annual educational summits that engage stakeholders in its implementation.	70	
To ensure that the Comprehensive Long Range Plan is implemented and updated on a regular basis	The District will monitor the implementation of the Comprehensive Long Range Plan including supervising all consultant firms that provide development and implementation services and updating the plan on a regular basis.	71	
To establish partnerships with the City, and other community emergency responders, that develop an effective emergency response and crisis management capacity	A District Committee will continue to develop a Comprehensive Emergency Operations Plan.	127	
	A District infrastructure will be developed to ensure that the comprehensive emergency operations plan is both implemented and maintained in accordance with the US DOE's crisis management guidelines.	128	7
To provide 100% of District families access to choice schools	The District will explore the viability of the choice schools model used in other communities.	100	15
To provide principals and school leadership teams with quarterly data to inform decision-making	The District will implement an assessment plan, including MAP, TerraNova, DIBELS (K-3), CTB Benchmarks (3-8), Kaplan (9-12), Explore (8), PLAN (10), ACT/SAT, DRA and end-of-course exams.	29	

## Other Strategies (not included in initial CLRP document)

Due to budget and timeline limitations some initial suggested strategies were not incorporated in the CLRP, and subsequently the CSIP, documents. The following section lists those strategies and their respective CLRP standard.

Comprehensive Long Range Plan: Facilities, Support and Instructional Resources		(Cross References)	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
Develop Choice Schools including Alternative Education programs as well.	Allow for schools to be schools of choice rather than assigned schools.		15
Develop a safe and secure environment in all schools including support for strong discipline programs	Hire a qualified social worker and therapist at every school to work with suspended students and students with emotional mental health issues		7
	Parent participation and responsibility that is mandatory if student in suspended; possible Saturday school		7
Develop a comprehensive plan to determine the correct number of school buildings we will need for the next 15 years.	Partner with local colleges, universities, social services agencies and community organizations to create innovative usage for schools making them the heart of the community and an integral part of the city revitalization.		9
	Develop and implement the plan in three to five year cycles to address and adjust to immediate needs.		9
Develop stronger summer school programs.	Reduce class size to 15		12



<b>Comprehensive Long Range Plan: Facilities, Support and Instructional Resources</b>		<b>(Cross References)</b>	
<b>Objective</b>	<b>Strategy</b>	<b>CSIP (Row #)</b>	<b>CLRP (Standard #)</b>
Develop highly qualified principals in EVERY school around a comprehensive leadership development program. At least one assistant principal will be in every school.	Hire new principals to work along with existing principals for smooth transition.		3



Comprehensive Long Range Plan: Student Performance		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
All students will read at grade level by 2008-09 or will receive mandatory assistance in improving reading skills.	Smaller class sizes (no more than 20) with differentiated instruction.		1
Develop a comprehensive vocational and alternative career program.	Put a technical skills curriculum back into the schools beginning at the elementary level and moving up to middle and high school.		4
ACT-Standard	Student training-courses on ACT		23
Career Education Courses	Provide time frame (scheduling) and SLPS District commitment necessary for students to participate in CTE programs.		25
Career Educations Placement	Mandate an online individual learning plan (ILP) for all students in grades 6-12.		27



Comprehensive Long Range Plan: Student Performance		<i>(Cross References)</i>	
Objective	Strategy	CSIP (Row #)	CLRP (Standard #)
Subgroup Achievement	Improve sub-group achievement (eliminate the achievement gap for students of color as well as students living in poverty, those with special needs and those learning English or the first time.		30
	Teach students in a language that they understand.		30
	Test students in their real level rather than age-grade level.		30





## Section 3

# Comprehensive Long Range Plan Guiding Principles



**St. Louis Public Schools Comprehensive Long Range Plan**

*A Critical Path to Education Reform*

# St. Louis Public Schools

## Comprehensive Long Range Plan

### Guiding Principles

As a panel of experienced educators, we honor the work of St. Louis Public Schools in putting forward planning documents that will work toward the overall improvement of the District. Both the Comprehensive Long Range Plan (CLRP) and the Comprehensive School Improvement Plan (CSIP) demonstrate a genuine interest on the part of staff and community members to quickly and effectively strengthen SLPS in a way that supports comprehensive education reform while increasing student achievement and returning full accreditation status to the District.

To further support this effort, we have outlined a set of statements we have labeled “Guiding Principles” that members of the Special Administrative Board might turn to as they give leadership to the long range planning effort. These principles provide a foundation that we believe can guide the District’s planning efforts now and in the years to come. These principles include:

1. The Comprehensive Long Range Plan must incorporate high “standards of professional practice”: Teachers should...
  - Know their students and how each of them learns;
  - Know their subject matter and how to teach it;
  - Establish an environment conducive to learning;
  - Manage and monitor student progress; and,
  - Grow professionally.
2. High quality professional development, along with the identification and sharing of best practices, must be seen as critical to the success of the Comprehensive Long Range Plan.
3. The Comprehensive Long Range Plan is best organized into five key function areas of school improvement including:
  - Student Performance;
  - Highly Qualified Staff;
  - Facilities, Support, and Instructional Resources;
  - Parent and Community Involvement; and
  - Governance.
4. The Comprehensive Long Range Plan should emphasize the most **critical and urgent** objectives and strategies...and to that end give priority to those immediate pursuits having the greatest impact on reform, academic achievement and school improvement efforts.



5. All strategies and objectives within the Comprehensive Long Range Plan must tie directly to student achievement and reading proficiency should be a central focus that connects and permeates all levels and subject areas.

6. The Comprehensive Long Range Plan must be S.M.A.R.T.\* in its design. Every objective, strategy and action step should be:

- **Strategic;**
- **Measurable;**
- **Aligned** with other governing documents;
- With **Responsible** persons identified; and
- Tied to a **Timeline.**

7. The Comprehensive Long Range Plan must emphasize specificity including data collection and analysis, personal responsibility, accountability, and those foundational objectives most critical to a rapid improvement in the academic performance of students.

8. The Comprehensive Long Range Plan must be a document that is strategic rather than tactical. That is, it must bring emphasis to only those most critical objectives that will move the District from where it is now to where it wants to be in the future. Likewise, every aspect of the Plan must be continuously monitored and evaluated with periodic adjustments based on relevant data analysis. Further, staff members must be held accountable for quality performance in their specific area of responsibility.

9. Although the Comprehensive Long Range Plan should always honor the cultural background of urban children and their families...it must, at all times, reflect a passion that every child can learn at high levels.

\*A copy of the S.M.A.R.T. planning document is included in this report.

## **Panelists**

Dr. Lynn Beckwith  
*Endowed Professor of Urban Education*  
*University of Missouri-St. Louis*

Ms. Janice Crawford  
*Executive Director*  
*New Leaders for New Schools*  
*Memphis, TN*

Ms. Gloria Davis  
*Superintendent of Schools*  
*Decatur Public Schools*  
*Decatur, IL*

Dr. Dennis Dorsey  
*Director*  
*St. Louis Regional Professional Development Center*  
*Associate Executive Director*  
*Cooperating School Districts*

Dr. Jere Hochman  
*Superintendent*  
*Bedford Central School District*  
*Bedford, NY*

Dr. Daniel Keck  
*Consultant*  
*Educational Facilities Planning*

Mr. David Lineberry  
*Associate Executive Director*  
*Education and Training*  
*Missouri School Boards' Association*

Dr. William Rebore  
*Chairman*  
*Department of Educational Leadership*  
*St. Louis University*



## ***Panelists: Biographical Background***

### **Dr. Lynn Beckwith**

Lynn Beckwith, Jr. has had a distinguished career in education spanning 46 years. He served as a teacher, assistant principal, principal, director of federal programs and executive director of state and federal programs for the St. Louis Public Schools for 31 years, followed by eight years as superintendent of schools in the School District of University City. He holds the third longest tenure of all past superintendents in U. City. For the past eight years since his retirement from K-12 education he has served as superintendent-in-residence and endowed professor of urban education at the University of Missouri-St. Louis. He is also liaison to the dean of the College of Education and teaches graduate students in the Division of Educational Leadership and Policies Studies who aspire to be principals. Dr. Beckwith's Doctor of Education degree is from St. Louis University.

### **Ms. Janice Crawford**

Janice Crawford is executive director for the Memphis branch of New Leaders for New Schools, a non-profit foundation that provides instruction, support and experiences to help educators become outstanding principals who achieve results in urban schools. New Leaders-led high schools in Memphis recently increased graduation rates 12 percent in one year, among other achievements. New Leaders has branches in eight cities, including Chicago, New York and Washington, D.C. Prior to her work in Memphis, Crawford served as a senior fellow with the Ball Foundation outside of Chicago, which partners with urban school districts to help design performance education systems that enable all children to learn at high levels regardless of their background. Previously, Crawford taught English and served as executive director for communications and administrative services for Memphis City Schools, and worked for the Los Angeles County Office of Education and the California State University System. She holds a Master of Arts in Public Relations/Education from Rowan College.

### **Ms. Gloria Davis**

Gloria Davis is superintendent of the Decatur School District in Decatur, Illinois, where she encourages community-wide expectations for students to excel. Student achievement is her top priority. In the past two years 14 of the 17 district elementary schools were awarded State Honors for academic achievement, and the district met the State Adequate Yearly Progress standard in reading for the first time since 2002 (the first year of No Child Left Behind). Currently, graduation rates are increasing and drop-out and truancy rates are decreasing. Before moving to Decatur in 2006, Davis was superintendent for Dodge City Schools in Kansas where she initiated innovative programs to increase attendance, including parenting classes, extended schools days and extended school years. She also sent teachers directly into neighborhoods to connect with families. Prior to her position in Dodge City, Davis served in the University City School District as a teacher, assistant superintendent, and elementary and middle school principal. She received a Master of Arts in Educational Administration from Washington University in St. Louis and is completing her dissertation in the doctoral program at Saint Louis University.



**Dr. Dennis Dorsey**

Dennis Dorsey has been director of the St. Louis Regional Professional Development Center (RPDC) for six years. He also serves as associate executive director of the Cooperating School Districts. RPDC plays a major role in leadership development for local school districts, emphasizing systemic thinking and planning. RPDC combines Cooperating School District staff development resources with Missouri Department of Elementary and Secondary Education resources. The St. Louis RPDC is one of nine regional centers created by DESE as part of the educational reform act of 1993. Dorsey and his staff of professional development consultants work in the areas of assessment, institutional structure, professional learning communities, special education and literacy. He previously spent 31 years as a teacher, assistant principal and principal, and retired as assistant superintendent for curriculum and instruction at Riverview Gardens School District. He also worked at Special School District and Francis Howell School District in St. Charles County. Dorsey received his Ed.D in Instructional Process from Southern Illinois University-Edwardsville.

**Dr. Jere Hochman**

Jere Hochman recently became superintendent of the Bedford School District in Westchester County, New York. He previously served for five years as superintendent of the Amherst Regional School District in Massachusetts where he emphasized a system-wide focus on social justice and multiculturalism. But before moving to the East, Dr. Hochman, a native St. Louisan, spent more than 30 years in local education. He began his career teaching English for the Parkway School District, then became principal of Parkway Middle School. Before becoming superintendent of Parkway Schools, he also served as principal of Wydown Middle School in Clayton. While at Parkway, Dr. Hochman emphasized professional development, an ongoing process focused on students, learning, the learning community, systemic thinking, and managing and monitoring programs. He also played a central role in promoting dialog on racism and in the St. Louis Voluntary Desegregation Program. Dr. Hochman received his Ph.D from Columbia University in New York.

**Dr. Daniel Keck**

Daniel Keck is a native of California and taught in California schools at the elementary, middle and high school levels. He became a principal in 1970. He was presented with a fellowship by the American Association of School Administrators and the American Educational Industries Award, and in 1978 was appointed superintendent of schools in Paducah, Kentucky. He continued his career as a superintendent in Kentucky, Missouri and Illinois and worked to build or renovate more than 40 schools. He subsequently spent several years with Planning Advocates, a facility planning firm in Ohio. In 1994 he became an associate professor at The Ohio State University where he taught leadership and educational facility planning, then returned to St. Louis in 1997 to develop a leadership and certification program for school administrators at Maryville University. In 2000 he began teaching educational facility planning and management at Saint Louis University. Currently he serves as an educational planning consultant and is affiliated with Dickinson Hussman Architects in Clayton. He holds a Ph.D. from The Ohio State University.



**Mr. David Lineberry**

David Lineberry is associate executive director of education and training for the Missouri School Boards' Association (MSBA). Based in Jefferson City, MSBA helps local school boards statewide succeed through leadership, training, and advocacy. The organization also provides services and programs designed to help local school boards make the most effective and efficient use of their resources. Lineberry directs the Certified Board Member program, board development, and the Intensive Assistance to Districts (IAD) program. IAD is Missouri's only research-based customized professional development sequence specifically designed and delivered to school boards and superintendents of districts performing at Provisionally Accredited or Unaccredited levels. Prior to his work at MSBA, Lineberry was a classroom teacher and central office administrator for the Jefferson City School District. He holds multiple baccalaureate degrees from the University of Missouri in Columbia and has done extensive graduate work in visual literacy and education.

**Dr. William Rebore**

William Rebore has been involved with education in Missouri for 40 years. He began as a social studies teacher at Valley Park High School in 1968 and also served as middle school principal, high school principal and superintendent of schools before joining the administrative staff of Francis Howell School District in St. Charles County in 1979. He served as assistant superintendent for finance, then superintendent of schools, a position he held until 1987 when he accepted an academic appointment from Saint Louis University. He currently serves as chairperson of the Department of Educational Leadership and Higher Education. At SLU, Dr. Rebore was responsible for creating and developing the Executive Doctor of Education Program and the Principals Center for Urban Schools. He holds a Doctorate in Educational Administration from Saint Louis University.



In the planning process objectives and action steps should be:

## **S.M.A.R.T.**

**Strategic:** Based on a plan that acknowledges where the district is now, where it wants to be, and what steps are necessary to move the District from one to the other. It includes sufficient monitoring elements to guarantee the opportunity for a date-driven revision of the plan in response to new or better information.

**Measurable:** What gets measured gets accomplished. Accountability depends on measurability; objectives and action steps should be quantifiable (able to be shown with numbers). Measurability might be based on percents (increases or decreases over time), and/or dollars (cost increase or decrease, budget expansion, etc.) and/or raw numbers (total students enrolled, total discipline referrals diminished, etc.).

**Aligned with the governing documents:** What is the impact of the Plan on the other governing documents. How can the other documents support the Plan? Are the goals and objectives referenced in the Superintendent's evaluation? Are building goals referenced in the Principal's evaluations? Are goals supported by allocations in the budget? Are goals supported in the District Professional Development Plan? Do Open Meeting Agendas include regular reports on progress of the plan? Are policies in place to support actions, behaviors and attitudes likely to lead to success of the plan?

**Responsible parties identified:** At least at the action step level (and whenever possible, at the strategy and objective levels as well), each separate step of the Plan should specifically identify a position or person whose defined responsibilities include tracking and reporting to their supervisors and/or to the Board the progress, challenges, successes and failures of their assigned portion of the Plan.

**Tied to a Timeline:** Every action step and nearly all objectives should include a specific timeline or deadline by which those portions of the Plan should be accomplished. Because it is a five-year plan, it will include some timelines that are fairly immediate (within the next year), some that are intermediate, and some that may even extend beyond the present Plan. It is this timeline that drives the ongoing measurement and reporting functions mentioned above that provide the Board with a constant level of awareness of how well and efficiently the Plan is executed, and the major challenges hindering the to accomplishment of the Plan.





## Section 4

# Most Critical and Urgent Goals, Objectives, Strategies



4. Critical and Urgent  
Objectives

**St. Louis Public Schools Comprehensive Long Range Plan**

*A Critical Path to Education Reform*

**St. Louis Public Schools**  
**Comprehensive Long Range Plan**  
**A Critical Path to Education Reform**

**Goals**  
**Objectives**  
**Strategies**  
**Identified as the Most *Critical* and *Urgent***

*December 2008*



# Comprehensive Long Range Plan

## *A Critical and Urgent Path to Education Reform*

### ***Introduction***

A highly respected and distinguished group of educators were assembled to study and give comment to both the Comprehensive Long Range Plan (CLRP) and the Comprehensive School Improvement Plan (CSIP). From their in-depth discussions a set of objectives thought to be most **critical and urgent** emerged for consideration by the St. Louis Public Schools as it works toward reform and full accreditation. These critical and urgent objectives represent a consolidation of information found within the CLRP yet focus attention on what must be done first and foremost by SLPS in its effort to strategically and successfully drive reform efforts.

Within the context of the following pages, the goals of the SLPS Special Administrative Board and the most critical and urgent objectives have been organized under five key function areas of school improvement. In addition to this listing of objectives, a short list of suggested strategies has been outlined that, if implemented, will work toward the successful achievement of each objective. Likewise, measurements and accountabilities are provided in an effort to bring focus to overall responsibility and to the progress that should be made in each area. Finally, there is cross-referencing to each of the objectives and strategies included in the 2008 CSIP document and the 30 CLRP Implementation Standards. To this end, each CSIP strategy and each CLRP standard has been captured and aligned with the objectives identified as most critical and urgent.

Reform will bring much needed change and improvement. Full accreditation from the Department of Elementary and Secondary Education will restore public confidence in the District's ability to educate the children of St. Louis. The following critical and urgent objectives, their strategies, measurements, and accountabilities provide a pathway to both.



# Comprehensive Long Range Plan (CLRP) A *Critical and Urgent* Path to Education Reform

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*Note:* All objectives include strategies, measurements, accountability and cross references to the CSIP and CLRP.



# **Comprehensive Long Range Plan (CLRP)**

## ***A Critical and Urgent Path to Education Reform***

### ***A Compilation of Critical and Urgent Objectives***

#### **KEY FUNCTION: STUDENT PERFORMANCE**

##### **1 Reading/Communications Arts and Math**

The District will provide the necessary resources and all employees will give unparalleled efforts to ensure all SLPS students perform at or above grade level in reading and math by the end of the 2013-14 school year.

##### **2 Academic Interventions**

District students identified as “high risk” of school failure (i.e. classified as ESOL, high mobility, receiving special education services, homeless and/or students who are not performing at grade level proficiency) will receive additional and effective instructional interventions designed to meet their individually assessed needs.

##### **3 Educational Persistence**

The District will show steady improvement to both attendance and graduation rates moving equal to or beyond State averages.

##### **4 Scholastic Preparation**

The District will provide SLPS graduates with an education that prepares them for the workforce via continued education in college or career/technical school; or immediate employment.

##### **5 Data Supported Decision Making**

The District will coordinate, analyze, and distribute performance data and program evaluations resulting in improved instructional and administrative practices.



## **KEY FUNCTION: HIGHLY QUALIFIED STAFF**

### **6 Highly Effective Principals in All Schools**

The District will ensure that each school has a highly effective school leader as a principal by the start of the 2010-11 school year and provide the resources necessary to drive school improvement and academic achievement efforts.

### **7 Professional Development**

The District will fully implement the Professional Development Plan as authorized by the SAB and provide the capacity necessary to ensure its success; as well as provide strategic direction to the Plan through the analysis of achievement data, the National Staff Development Standards, and performance evaluations.

### **8 Teacher Certifications and Professional Practice**

The District will ensure that every student is taught by a highly qualified teacher who holds certification in the area of his/her assignments and whose professional practices consistently demonstrate a high level of skill and proficiency.

## **KEY FUNCTION: PARENT AND COMMUNITY INVOLVEMENT**

### **9 Training and Active Involvement of Parents**

The District will increase the active and trained involvement of parents and guardians in their child's education from pre-natal through high school...setting high expectations for student performance and attendance while reducing the non-academic barriers to achievement and persistence.

### **10 Public Information and Engagement**

The District will provide consistent and meaningful opportunities for community-wide participation in the execution of the Comprehensive Long Range Plan and design and implement marketing strategies that ensure the active engagement and support of the St. Louis community.

## **KEY FUNCTION: FACILITIES, SUPPORT AND INSTRUCTIONAL RESOURCES**

### **11 Budget Allocations**

The District will contain spending by aligning revenues and expenditures to priority areas, identifying and eliminating inefficiencies, and insisting on a balance budget.

## **KEY FUNCTION: GOVERNANCE**

### **12 Clarify Roles and Responsibilities**

The District will commit to effective leadership, management, monitoring, and accountability of the most critical and urgent objectives found within the Comprehensive Long Range Plan.



# SAB Goal: Student Performance

Provide SLPS graduates with an education that prepares them for the workforce via continued education in college or career/technical school; or immediate employment.

## 1. Reading/Communications Arts and Math

**Objective:** The District will provide the necessary resources and all employees will give unparalleled efforts to ensure that all SLPS students perform at or above grade level in reading and math by the end of the 2013-14 school year.

### **Strategies:**

- Review and identify effective instruction and curriculum and disseminate those teaching practices and/or curriculum throughout the system.
- Align a rigorous reading and math curricula to State standards and grade/course level expectations.
- Allocate time allowing teachers to analyze student data and have ongoing conversations about good instruction in an effort to improve their professional practice.
- Utilize Grade Level Expectations (GLEs) to determine the precise needs of students and tailor instruction to those needed areas of improvement.
- Invest heavily in professional development and teacher training (including the training and certification of instructional coaches) aligning instruction strategies to achievement data, GLEs and teacher performance evaluations.
- Ensure that a District-wide assessment instrument is used and correlated to GLEs (e.g. Tungsten, Stanford, ThinkLink, Study Island).
- Utilize MAP and related data to guide instruction, adjust classroom practices and differentiate resources.
- Mandate that instructional time be protected in reading and math and provide extended learning time for students who need additional support including small group tutorials.
- Maintain small classes in early elementary grades.
- Activate a Professional Development Committee in all elementary schools to support reading and math instructional practices and ensure a highly qualified and certificated teaching staff.

### **Measurement:**

1. Progress reports including data analysis on a monthly basis.
2. Evidence of consistent teacher training and professional development in reading and math.
3. Documented instructional time on task in reading and math.
4. Demonstrate steady improvement achieving 90% of all students reading and performing math at or above grade level by the end of the 2013-14 school year.
5. Annual progress reported on the District's scorecard.



## ***Accountability:***

Teachers, Superintendent, Chief Academic Officer, Education Officers, Principals, Curriculum and Instruction Division.

## ***Cross Reference to CSIP:***

Objective/Strategy 19, 20, 23, 25, 51, 52, 59, 61 & 148

## ***Cross Reference – CLRP Implementation Standards:***

- #1: All Students will Read at Grade Level by 2008-09
- #10: Pre-K for Every Child
- #17: MAP Grades 3-5 Mathematics
- #18: MAP Grades 3-5 Communication Arts
- #19: MAP Grades 6-8 Mathematics
- #20: MAP Grades 6-8 Communication Arts
- #21: MAP Grades 9-11 Mathematics
- #22: MAP Grades 9-11 Communication Arts

## **2. Academic Interventions**

**Objective:** District students identified as “high risk” of school failure (i.e. classified as ESOL, high mobility, receiving special education services, homeless and/or students who are not performing at grade level proficiency), will receive additional and effective instructional interventions designed to meet their individually assessed needs.

### ***Strategies:***

Identify struggling students and establish knowledge of each student’s academic history, current level of achievement and learning profile (Diagnostic Reading Assessment).

- Identify and make operational a District-wide academic intervention model and ensure that all staff utilizes it in attending to struggling students (e.g. Response to Intervention RTI).
- Provide extended learning time (including double reading and math classes), summer school and “flexible grouping” tutorial instruction for students who demonstrate gaps in critical skill areas.
- Direct resources necessary to provide one-to-one tutorial assistance (aligned to the District’s curriculum) to those students experiencing the most severe difficulties in reading and math.
- Outline specific steps that facilitate successful transitions ensuring that every student is successful in his/her movement to the next grade level or transfer to a new school.
- Implement researched based “best practices”, programs, and procedures designed to support instructional interventions and train teachers in their use.
- Provide instructional resources and equipment that support curriculum objectives and train staff in their full use.
- Develop predictable and routine monitoring systems with planned interventions for students illustrating indicators that they are falling behind.
- Provide connections, training, opportunities and resources for parents to constructively participate in their child’s learning.
- Keep schools open for extended hours and network with community agencies that can provide additional educational enrichment services to students.
- Develop and initiate on-site professional development to address necessary interventions.

### ***Measurement:***

- Show a decrease in the percentage of students scoring “below basic” annually until goal is reached.
- Progress will be evidenced on an annual basis and reach stated goal by the end of 2013-14 school year.
- Documentation of professional development activities directly related to intervention strategy.
- Evidence of intervention strategies actionable by school.
- Documentation showing intervention objectives by student using individual data.
- Reduce to zero the number of students performing below “basic” on the MAP test.
- Reduce the number of students referred for special services.

## ***Accountability:***

Chief Academic Officer; Education Officer, Principals, Curriculum and Instruction Division;  
Executive Director of Special Education Services.

## ***Cross Reference to CSIP:***

Objective/Strategy 16, 17, 18, 21, 22, 35, 36, 62, 63, 67, 68, 85, 95, 96, 97, 98, 131, 132, 133,  
134, 135, 136, & 139

## ***Cross Reference – CLRP Implementation Standards:***

- #30: Sub-Group Achievement
- #12: Develop Stronger Summer School Programs
- #13: Prepare for Increasing ESOL Enrollment
- #16: Increase Special Education Services

### ***3.Educational Persistence***

**Objective:** The District will show steady improvement to both attendance and graduation rates moving equal to or beyond State averages.

#### ***Strategies:***

Attendance...

- Closely monitor attendance of students and intensify interventions when problems exist.
- Conduct immediate, consistent and ongoing response to parents or guardians whose children fall outside of regular attendance limits.
- Create or update the District’s policy in defining excessive absences and outlining necessary interventions.
- Implement building-level plans at all grade levels to address student attendance including daily monitoring, weekly reporting, intensive counseling assistance and appropriate interventions.
- Provide extensive assistance for academically struggling students while creating a positive and inviting school environment.
- Maintain accurate data and use that data to support intervention strategy.
- Recognize the unique needs of each school and take appropriate action to differentiate services and programs to meet student needs (e.g. effective use of attendance officers and social workers).

#### ***Graduation...***

- Elevate parental efforts toward persistence and instill a sense of dedication to see their child graduate.
- Teach students about lifelong financial and social advantages of graduation. Keep the future in front of students.
- Track progress toward graduation at all schools and grade levels and report data to school administration and the SAB.
- Hold building leadership accountable for interventions that promote persistence and lead to graduation.
- Broaden alternative programs (e.g. ACE, In It To Win and AU) that are shown to be effective in keeping “high risk” students in school through their graduation.
- Continue working with counselors to ensure effective four-year planning for all high school students.

#### ***Drop-out Rates...***

- Set school-by-school standards for preventive and intervention communications with parents and guardians.
- Conduct exit interviews with students who drop-out and outline appropriate interventions based on information gathered.
- Dedicate efforts to recapture students who drop-out and those who are potential drop-outs and provide alternative learning opportunities granting credit toward graduation.

### ***Measurement:***

- Yearly progression reaching stated goals by end of school year 2013-14.
- Graduation rate progression from baseline of 56% to the State average of 86%.
- Attendance rate progression at 2% annually from baseline of 89% to the State average of 94%.
- Drop-out rate progression from current baseline to State average.

### ***Accountability:***

Superintendent, Assistant Superintendent, Education Officer, Principals

### ***Cross Reference to CSIP:***

Objective/Strategy 3, 8, 9 & 15

### ***Cross Reference – CLRP Implementation Standards:***

- #28: Graduation Rates
- #29 Attendance Rates

## **4. Scholastic Preparation**

**Objective:** The District will provide SLPS graduates with an education that prepares them for the workforce via continued education in college or career/technical school; or immediate employment.

### ***Strategies:***

Career and Technical Placement...

- Determine, and bring to action, strategies that will increase exposure to career and technical programs without displacing other core areas of instruction.
- Expand dual credit opportunities through collaborative agreements with colleges and technical schools.
- Train school counselors to actively promote career and technical education options and advise students who might find opportunity and success in these areas.
- Provide interested students with “real-life” internships and work experiences.

ACT...

- Train staff on ACT test taking skill areas.
- Identify and provide the resources necessary to train teachers to teach ACT preparation classes.

College Placement...

- Start college awareness activities with younger students at the elementary school level and increase the intensity of that awareness at the middle school and high school by providing activities that promote the concept that school does not end with graduation from high school.
- Train counselors to emphasize the important correlation between specific courses and the impact the course content will have for a particular career path when guiding students in the preparation of four-year plans.
- Create a program that mandates attendance of both the student and parent (guardian) at one or more sessions to review the student’s transcript and future goals of the student. This session should be held at a time that best fits the schedule of the parents and student.
- Provide counselors who will be available to assist and guide SLPS students throughout the first year following graduation.
- Provide opportunities for students to visit post-secondary institutions (colleges and career/technical schools) to increase their awareness and motivation for post-graduate experience.



### ***Measurement:***

1. The District will meet or exceed State standards in the area of ACT scores.
2. Documentation detailing career and technical placements
3. Advanced course offerings; career education courses and student placement; and, college placement annually.

### ***Accountability:***

Assistant Superintendent-Middle Schools and Secondary Education, Executive Director Career and Technical Programs, Education Officer.

### ***Cross Reference to CSIP:***

Objective/Strategy 5, 6, 7, 10, 11, 12, 13, 14, 38, 39, 146 & 147

### ***Cross Reference – CLRP Implementation Standards:***

- #4: Develop a Comprehensive Vocational and Alternative Career Program
- #15: Develop Choice Schools Including Alternative Education Programs
- #23: ACT-Standard
- #24: Advanced Courses
- #25: Career Education Services
- #26: College Placement
- #27: Career Education Placement

## **5. Data Supported Decision Making**

**Objective:** The District will coordinate, analyze and distribute performance data and program evaluations resulting in improved instructional and administrative practices.

### **Strategies:**

- Charge the Accountability Division with the collection, dissemination, coordination and analysis of data and provide the capacity of a highly qualified staff to work effectively in each area of responsibility (i.e. program evaluation, core data, assessment, research).
- Identify, purchase and place into action a robust data warehouse system to verify effective delivery of achievement, attendance, discipline data, etc. Make recommendations for modifications or revisions in software application as may be necessary.
- Train staff in the use of data and work with individual schools in a manner that improves instructional and administrative functions.
- Evaluate the use of assessments and the data they provide to improve student learning and make recommendations for improvement of instruction.
- Provide resources necessary to collect core data consistently and accurately as this affects the District's revenue base.
- Use data to identify successful schools and programs for the purpose of duplicating same to other parts of the District.

### **Measurement:**

- Infrastructure on line by end of school year 2008-09 with routine progress reported quarterly thereafter.
- Monitored use of accurate data, information management and communications in full use by January 2010.
- Data aligned and cross referenced with academic achievement levels by school, classroom and by individual student.
- Data reports to the SAB by January 2010.

### **Accountability:**

Superintendent, Office of Accountability

### **Cross Reference to CSIP:**

Objective/Strategy 4, 27, 29, 30, 31, 32, 34, 37, 40, 53, 54, 88, 89, 90, 91, 92, 93 & 94

### **Cross Reference – CLRP Implementation Standards:**

#14: Export the Format of Successful Schools to Low Performing Schools.



# SAB Goal: Highly Qualified Staff (HQS)

The District must demand strong leadership from principals and effective instruction from teachers to ensure students perform academically at or above their grade level.

## 6. Highly Effective Principals in all Schools

**Objective:** The District will ensure that each school has a highly effective school leader as a principal by the start of the 2010-11 school year and provide the resources necessary to drive school improvement and academic achievement efforts.

### **Strategies:**

- Train principals in data analysis so they can use assessment results to identify gaps in performance and aid decision-making and improvement planning.
- Hold principals accountable to leadership tasks including: establishing clear instructional goals; setting accountabilities for student learning; fostering collaboration, maintaining discipline; supporting the professional growth of individual teachers through observation and feedback; and actively supporting professional development activities.
- Support a school leadership succession plan by recruiting, hiring and placing experienced and effective school administrators.
- Provide principals with training and development tied to professional standards to enhance leadership skills and to conduct effective teacher evaluations.
- Evaluate principals based on performance-based objectives (e.g. Interstate School Leaders Licensure Consortium (ISLLC) Standards, the school improvement plan and SMART goals).
- Ensure that the qualities and core competencies for outstanding building leaders are an integral part of the principal selection process.
- Create structures and processes that increase the principal's accountability to the Superintendent.
- Engage educational institutions that can provide support in the District's training and principal development program.
- Evaluate each school environment to determine if additional administrative support is required to allow the principal to perform the role of instructional leader.
- Broaden, monitor and engage in parent partnership efforts.

### ***Measurement:***

- The recruitment and placement of highly effective and experienced instructional leaders in all schools should be completed not later than July 2010.
- Substantive evaluation of all principals completed and reported to SAB by end of July 2009.
- The District will use the Department of Elementary and Secondary Education’s “Performance Based Principal Evaluation” instrument to measure the effectiveness of building leaders before the end of the 2008-09 school year.

### ***Accountability:***

Superintendent, Education Officer

### ***Cross Reference to CSIP:***

Objective/Strategy 102, 103, 105 & 106

### ***Cross Reference – CLRP Implementation Standards:***

#3: Develop Highly Qualified Principals in Every School

## **7. Professional Development (PD)**

**Objective:** The District will fully implement the Professional Development Plan (PDP) as authorized by the Special Administrative Board and provide the capacity necessary to ensure its success; as well as provide strategic direction to the Plan through the analysis of achievement data, the National Staff Development Standards and performance evaluations.

### ***Strategies:***

- Evaluate and enhance the instructional strengths of members of the Professional Development Committee as may be necessary to build an effective committee process.
- Ensure that programs and new initiatives are coordinated with professional development efforts and are linked directly to changes in teachers' instructional practices.
- Ensure professional development experiences are regular, school-based, embedded, provide appropriate time for teachers to participate and are followed by demonstrated action as a result of the training received (i.e. what are they learning and how are they using it toward the improved achievement of students.)
- Require all staff to participate in professional development opportunities focused on content knowledge and student achievement.
- Create teacher leadership teams that can further the work of professional development by advancing training programs on a site-by-site basis.
- Develop and offer meaningful incentives to those choosing rigorous training and development.
- Identify and disseminate best instructional practices throughout the District.
- Ensure new teachers receive active, adequate and effective mentoring and development in classroom management, organization and student discipline.
- Maximize the utilization of State provided professional development opportunities.
- Provide targeted professional development to those teachers with identified deficiencies outlined in their Performance Based Evaluation (PBE).

### ***Measurement:***

- Demonstrate alignment to national professional development standards, performance evaluations and student achievement data.
- Review targets annually.
- The long range PDP should be adjusted based on data analysis by August 2009; revised strategies identified, structured, approved by the SAB and implemented by the start of the 2010-11 school year.

### ***Accountability:***

Executive Director Professional Development

### ***Cross Reference to CSIP:***

Objective/Strategy 1, 2, 24, 26, 28, 33, 50, 55, 86, 87, 104, 113, 114, 115, 116, 117, 118, 119, 137 & 143

### ***Cross Reference – CLRP Implementation Standards:***

#8: Focus on our Teachers. Hire and Train the Best. Develop a Top Quality Professional Development Program.

## **8. Teacher Certifications and Professional Practice**

**Objective:** The District will ensure that every student is taught by a highly qualified teacher who holds certification in the area of his/her assignments and whose professional practices consistently demonstrate a high level of skill and proficiency.

### ***Strategies:***

- Determine baseline data including certification gaps and identify classrooms/curriculum areas that require placement of Highly Qualified Staff (HQS).
- Develop and implement an effective recruiting and selection program to attract highly qualified teachers in areas of need including incentive programs.
- Ensure the selection, hiring and placement of talented and certificated teachers and assign them to core subject classrooms that are not currently being taught by HQS.
- Assign HQS based on building level data analysis (best teachers in greatest need areas).
- Conduct effective substantive evaluations including walkthrough strategies to identify teachers that require improvement and suggesting a career change for those that prove unable to remedy instructional deficits.
- Review and analyze factors impacting HQS attrition “by choice” and make recommendations to mitigate same.
- Provide first, second and third year HQS with an active and experienced mentor as an effective induction program.
- Strengthen and maximize partnerships with local universities in supporting the recruitment, selection and hiring process.

### ***Measurement:***

- Begin evaluation and documentation process by January 2009 with annual progression from baseline of 89% reaching State average of 97% on or before September 2010.
- A strict and effective evaluation system will be in place and operational by April of school year 2009-10.

### ***Accountability:***

Superintendent, Education Officer, Director of Human Resources, Principals.

### ***Cross Reference to CSIP:***

Objective/Strategy 69, 112, 153, 154, 155, 156, 157, 158, 159 & 160

### ***Cross Reference – CLRP Implementation Standards:***

- #8: Focus on our Teachers. Hire and Train the Best. Develop a Top Quality Professional Development Program.



# SAB Goal: Parent and Community Involvement

Parents and the community should be engaged in setting high expectations and supporting student achievement.

## ***9. Training and Active Involvement of Parents***

**Objective:** The District will increase the active and trained involvement of parents and guardians in their child's education from pre-natal through high school...setting high expectations for student performance and attendance while reducing the non-academic barriers to achievement and persistence.

### ***Strategies:***

- Develop and implement a formal survey to identify barriers, unmet needs and determine training/involvement opportunities.
- Allocate staff to enable the setting of Parent-Liaison Teams (including nurses, counselors, diagnosticians, social workers and Parent Support Specialists) intended to work with parents on non-academic and social issues that impact learning.
- Identify and teach strategies of what parents can do at home to benefit their child's academic work including reading to them at young ages, discussing stories and their meaning, engage in conversations and assuring that their child completes homework assignments.
- Identify community partners that might work to collaborate on "wrap-around" efforts to provide barrier breaking services to parents and guardians.
- Identify effective family engagement practices that most closely align with academic achievement and adapt, institutionalize and scale them up through the primary grades.
- Ensure that schools are parent-friendly. Initiate a program to identify the customer service strengths and weaknesses of each school. After identifying specific areas of concern at each school provide staff training to improve parent-school relationships.
- Hold school leaders accountable for documenting conversations and events that involve and engage parents/guardians in the academic progress of their students.
- Demonstrate that parents/guardians are a critical "partner" in the success of students by including some aspect of this concept in every agenda for every meeting in the school, the school calendar, school staff development programs, counseling activities, etc.
- Create a Parent Resource Center in each school.
- Plan parent meetings that address the concerns, needs and surveyed interest of parents.
- Conduct parent workshops to share "District" and "school" information that educate parents and community about student support, District policies and relevant practices, student attendance as it relates to achievement and funding.

- Include goals/objectives for family engagement in SIP plans.
- Hold an Effective Practices Fair to share practices that work to engage families to support students' academic success. Only practices based on solid evidence can be included.
- Develop handbook of effective family engagement practices with descriptors of the practices, correlation with student achievement results and staff contact information for follow up.
- Create standards and sample artifacts of minimum home-school-community communications tools and processes that every school must meet i.e. school/classroom newsletter (electronic and hard copy), school web pages, annual school report cards to families/community.
- Revised School Improvement Plans to include ongoing communications processes and vehicles tied to academic goals.
- Train all K-8 staff on the effective design and use of interactive homework
- Develop and implement School Climate Walkthrough assessment and protocol.

### ***Measurement:***

- Increase the active and trained involvement of parents in their child's education Pre-K – Grade 12.
- Gather data in school year 2008-09; implement strategies by 2010-11 school year.
- Document the training and participation of parents progressing from baseline data to stated goal by June 2010.

### ***Accountability:***

Chief Academic Officer, Parent Support Specialist Coordinator, Executive Director Community Education.

### ***Cross Reference to CSIP:***

Objective/Strategy 60, 64, 65, 66, 125, 140 & 142

Adult and Community Education: CSIP objectives/strategies dealing specifically with "Adult and Community Education" are referenced as follows: 42, 44, 45, 46, 47, 48 & 49.

### ***Cross Reference – CLRP Implementation Standards:***

- #5: Effectively Engage Parents in the Education of their Students.
- #11: Create an Office of Volunteerism



## **10. Public Information and Engagement**

**Objective:** The District will provide consistent and meaningful opportunities for community-wide participation in the execution of the Comprehensive Long Range Plan and design and implement marketing strategies that ensure the active engagement and support of the St. Louis community.

### **Strategies:**

- Conduct a formal opinion survey that gives a quantitative assessment of community interests, needs, challenges and opportunities.
- Meet with a variety of constituent groups throughout the St. Louis community giving voice to the most “critical and urgent” objectives of the CLRP and seeking their support.
- Consider co-locating social service providers within schools that are identified as having a high percentage of students struggling due to non-academic barriers.
- Structure task-oriented advisory boards and committees to allow community input into the governance of the District (i.e. facility advisory, public relations committee, budget advisory, curriculum study committees, etc.).
- Host large, open community engagement sessions on a quarterly basis for the purpose of updating progress being made on the CLRP.
- Conduct staff briefings to explain the components and importance of the CLRP indicating that it represents the most urgent and critical needs of the District.
- Develop branding to bring attention, prominence and focus to this “critical and urgent” component of the CLRP.
- Promote the CLRP as an integral part of all District publications, news items, newsletters, backpack flyers, email blasts, pod casts and other internal and external communication vehicles.
- Create, publish and disseminate via mail and web site an information brochure to promote the new CLRP focus areas.
- Produce an 8 – 10 minute video in DVD format for distribution and utilization as part of the public outreach program.
- Designate a special icon (logo) on the District website that when accessed notes the progress being made on the CLRP objectives and strategies.
- Provide talking points and CLRP promotional material to the Superintendent to use in introductory speeches and conversations.

### **Measurement:**

Documentation of published materials, engagement events and sessions, briefing sessions, etc.

### **Accountability:**

Public Information Office and External Engagement Department

### **Cross Reference to CSIP:**

Objective/Strategy 41, 43, 70, 72, 121, 122, 123, 124, 138, 144 & 145

### **Cross Reference – CLRP Implementation Standards:**

#6: Improve Internal and External Communications



# SAB Goal: Facilities, Support and Instructional Resources

The District will develop and maintain a budget that is in alignment with the goals of the Special Administrative Board and the priorities as outlined in the Comprehensive Long Range Plan.

## 11. Budget Allocations

**Objective:** The District will contain spending by aligning revenues and expenditures to priority areas, identifying and eliminating inefficiencies and insisting on a balanced budget.

### **Strategies:**

- Develop and implement a transparent budgeting process that sets forward zero-based budgeting and requires justification for all budget requests.
- Maintain an adequate reserve fund that provides for cash flow and emergency or unforeseen needs.
- Breakdown and detail all employee related expenses by position, location and job responsibility ensuring alignment with the District's priorities and holding hiring to the targets and ratios as approved by the SAB.
- Require departments, divisions and schools to submit detailed preliminary budget requests that are in alignment with the District's most critical and urgent priorities while differentiating based on the needs of an individual school community.
- Identify proposed budget expenditures that are "required" to support priority areas and those expenditures that are supplemental, extra or requested to fund new program or service initiatives.
- Work collaboratively with a finance committee to develop a five-year plan that provides long-range guidance to the overall budgeting process while working steadily toward fiscal solvency.
- Charge the Chief Financial Officer with reviewing and approving budget requests with full authority to challenge department, division or school expenditures that fail to directly support priority areas or go beyond "core" needs.
- Submit for review by the Superintendent's Cabinet a monthly report detailing expenditures to budget by division and/or department and hold administrators accountable for understanding and controlling their approved budget allocation.
- Reduce the District's annual expenditures allowing for an increase in the unrestricted fund balance by fiscal years end.
- "Right size" the District by developing and implementing a comprehensive long-range facility use plan.

### ***Measurement:***

- The budget planning process will be documented to all division and department leaders not later than January 2009.
- All divisions and departments will submit preliminary budget requests for review by the CFO not later than February 15, 2009.
- A detailed and public review of all budget requests will be made to the SAB not later than April of 2009.
- Budget revisions to be submitted to the SAB by end of May 2009. The SAB will approve 2009-10 budget expenditures by the end of June 2009.
- The implementation of a comprehensive long range facility plan will be complete by end of school year 2010-11.

### ***Accountability:***

Superintendent, Chief Finance Officer (Finance Division), Executive Budget Director, Division and Department Leaders.

### ***Cross Reference to CSIP:***

Objective/Strategy 73, 74, 75, 76, 77, 78

School Facilities: CSIP objectives/strategies dealing specifically with “School Facilities” are referenced as follows: 56, 57, 58, 107, 109 & 111.

### ***Cross Reference – CLRP Implementation Standards:***

- #9:     Develop a comprehensive plan to determine the correct number of school buildings needed for the next 15 years.

# SAB Goal: Governance

**The District must develop stable leadership in its administration and support an effective governance system.**

## ***12. Clarify Roles and Responsibilities***

**Objective:** The District will commit to effective leadership, management, monitoring, and accountability of the most urgent and critical objectives found within the Comprehensive Long Range Plan.

### ***Strategies:***

- Continue professional development utilizing the services of DESE and MSBA. (Board and Superintendent)
- Develop, update and or revise (as may be necessary) those policies, procedures and practices that align authority and appropriate responsibilities. (Board and Superintendent)
- Execute a management oversight model that provides data driven evidence of successful administrative implementation of the CLRP. (Board)
- Work collaboratively to identify a timeline for an effective transition of administrative authority from the SAB to the Superintendent. (Board)
- Execute the District's CLRP with documentation of successful completion and strategic update of objectives based on frequent reporting and analysis of data. (Superintendent)

### ***Measurement:***

- Evidence to document training for members of the Board and for the Superintendent beginning in June 2009.
- Policies, procedures and practices that outline roles and responsibilities will be drafted (or revised as may be necessary) and approved by the SAB not later than August 2009.
- Frequent (monthly) and documented updates of progress in meeting the objectives of the CLRP beginning January 2009.

### ***Accountability:***

Special Administrative Board, Superintendent

### ***Cross Reference to CSIP:***

Objective/Strategy 71, 101, 151 & 152



The following objectives/strategies as listed within the current Comprehensive School Improvement Plan (CSIP) document bring focus to several areas deemed important in SLPS reaching the status of a high performing school district but not represented previously in this document are listed below.

## ***Gifted Education***

### ***Cross Reference to CSIP:***

Objective/Strategy 79, 80, 81, 82, 83 & 84

## ***Student Health and Welfare***

### ***Cross Reference to CSIP:***

Objective/Strategy 99, 108, 110, 141, 149 & 150

## ***Safety/Security***

### ***Cross Reference to CSIP:***

Objective/Strategy 126, 127, 128, 129 & 130

### ***Cross Reference – CLRP Implementation Standards:***

- #7:      Develop a safe and secure environment in all schools including support for strong discipline programs.

# Addendum: Related Issues

## Comprehensive Long Range Planning Document for St. Louis Public Schools

### Background

When St. Louis Public Schools released its Request for Proposal for assistance with its Comprehensive Long Range Planning Document, the RFP included three related issues for which SLPS is seeking input and consultation:

**Safety and Security (2.3.3)** — Assist in the development of a “School Safety” plan to maximize the physical safety of all students as they travel to and from school.

**Clearinghouse: Public and Private Funding Sources (2.3.2)** — Assist in the development of a central development office clearinghouse structure to manage all solicitation approaches to public and private funding sources

**Academic Structures (2.3.4)** — Identify the different academic structures and approaches (K-5, K-6, K-8) to determine the most effective for St. Louis Public Schools.

At the Working Conference September 26-28, a panel of distinguished experts from local universities, local and out-of-state school districts, and State education agencies reviewed these issues. Following is a summary of their discussion and recommendations. These recommendations are not meant to be a complete assessment of the issues, but rather guidelines that point the way to further study, experimentation and resolution. While a more definitive report on these specific issues is outside the scope of the criteria for the Comprehensive Long Range Planning Document, SLPS may decide to incorporate some of the recommendations as strategies supporting the most critical and urgent objectives of the Plan.



# Issue 1: Safety and Security

St. Louis Public Schools includes a Division of School Safety and Security that reports to the Executive Director of Operations/ Building Commissioner. The Division currently has an Executive Director, Commander of Administration, Commander of Operations, seven Sergeants, 10 Mobile Patrol Officers, 117 unarmed school based Safety Officers and an office staff with one Secretary and two Dispatchers. This division is responsible for broad security operations that include a systematic patrol schedule of all schools and administrative buildings within the District.

One of the responsibilities of the Mobile Patrol Officers is to survey the neighborhoods through which students must walk en route to school to check for hazardous conditions such as insecure vacant houses, high weeds and hazardous street intersections. SLPS seeks to determine whether perception regarding lack of safety coincides with reality; but remains concerned about the very real threats that exist off school property and the impact on children's safety and school attendance.

## ***Recommendations:***

- Evaluate neighborhood demographics and crime rates to determine location of bus stops and schools. If necessary, shorten the standard distance for bus service and obtain waivers for bus service for walkers in designated areas.
- Train all bus drivers as first responders and communicators; equip all buses with video cameras and radios.
- Bus drivers, safety officers, hall monitors, maintenance personnel and administrators must build trusting relationships with students to deter problems before problems actually arise.
- Ensure that staff responsible for monitoring safety and tracking safety data are well-trained and regularly evaluated.
- Bring the community together through a volunteer program to help protect students and establish safe havens along bus and walking routes.
- Involve community groups such as chambers of commerce and Civic Progress in a campaign for safer streets for students.
- Track safety data on a regular basis and publicize this operation in targeted areas.
- Review federal grants to supplement safety services and school resources.
- Train all employees to be first responders and delegate staff for safety operations based on individual school situations. Use "table top" discussions and simulations as a training device.
- Conduct regular safety and security audits at each school and evaluate all facilities (such as door placement, locking mechanisms) for safety.



## **Issue 2: Clearinghouse: Public and Private Funding Sources**

St. Louis Public Schools supports a Development Office charged with serving as a clearinghouse for all external funding. The office currently is responsible for coordinating all solicitation of outside funds and funding grants. It maintains and implements an external funding process for staff and serves as a contact point for District personnel seeking external funding.

SLPS is concerned that decisions regarding solicitation of external funds from both public and private sources are dispersed throughout the District, and many staff members are not using the services of the Development Office to obtain funding. These practices lead to inefficiencies in pursuing funding and negatively affect funding levels and program support.

### ***Recommendations:***

- SLPS should ensure sufficient capacity in both staff and structure to allow the Development Office to carry out its responsibilities.
- SLPS should research other local school districts to determine appropriate policies and procedures that focus all fund development in one common office.
- All applications for external funds must be approved in advance by the Development Office to insure they are in line with the Comprehensive Long Range Plan.
- The responsibility for “signing off” on grant applications should be reviewed and clarified, with appropriate person(s) assigned full and exclusive authority.
- Procedures and forms should be created to reinforce a more structured and tightened process.
- Responsibilities of the Development Office should be clarified and disseminated throughout the District; and a staff development program should be instituted to explain policies, procedures and consequences if procedures are violated.



## Issue 3: Academic Structures

In addition to developing a Comprehensive Long Range Plan for the District, SLPS officials are in the process of a full review of facilities to determine how to “right size” the District to ensure that current and future enrollments can be appropriately accommodated. These two plans will dovetail as SLPS structures programs and environments to improve student attendance, learning and graduation rates.

There are various academic models used by school districts to enhance learning from pre-kindergarten through eighth grade. These models are designated by grade clusters, such as K-6 or 7-9. Depending on the district and its student population, some models work better than others. SLPS is concerned with finding the optimum model that will enhance student performance, meet the objectives of the Comprehensive Long Range Plan, and take maximum advantage of facilities. No matter what model or models may be adopted, students are helped the most by strong principals and teachers who have a passion for their work.

### ***Recommendations:***

- Particular attention should be given to all grade transitions (e.g. Pre-school to elementary; elementary to middle school; middle to high school).
- Middle school models can be expensive. These schools should be kept small—preferably 400 students or less for a middle school program.
- Sixth graders should be nurtured within a small, somewhat separate setting.
- Seventh and eighth graders need to have some experience with departmentalized classrooms.
- Small learning communities within high schools have shown positive results. Students should stay with the same core of teachers. Relationships are key for success.
- Consideration should be given to “schools within schools.”
- Ninth graders have special needs, and starting high school freshmen a few weeks ahead of the normal fall semester can help ease the transition.
- SLPS should study which models are currently working best within the District and use that research to develop new models.
- SLPS should research “best practices” across the country relative to grade configurations.



## Section 5

# SLPS Staff Feedback Conference Sessions



**St. Louis Public Schools Comprehensive Long Range Plan**  
*A Critical Path to Education Reform*

# St. Louis Public Schools

## SLPS Staff Feedback Conference Sessions

### Comprehensive Long Range Plan

In late October and early November conference sessions were held with key SLPS leadership staff members to receive their feedback and comments regarding the initial draft of the CLRP document. The comments from these SLPS staff members were considered in writing the final plan document. Staff members that participated in the conferences are listed below in alphabetical order according to last name.

**Sam Aihe**

Executive Director of Budget & Purchasing

**Phernando Bearden**

Education Officer-Secondary Schools

**Warice Blackmon-Davis**

Parent Support Specialist Coordinator

**Georgia Bland-Whitfield**

Consultant-Education Officer- Middle Schools

**Holly Bremerkamp**

Assessment Manager

**Dr. Laura Brock**

Executive Director of Professional Development

**Stacy Clay**

Executive Director of College Summit

**Dr. Dan Edwards**

Assistant Superintendent-Middle Schools  
and Secondary Education

**Debra El**

Parent Support Specialist Coordinator

**Sharonica Hardin**

Interim Chief Human Resources Officer

**Pam Hartman**

Interim Accountability Officer

**Dr. Charlene Jones**

External Engagement Officer/Comprehensive Long Range  
Plan Director

**Paula Knight**

Executive Director of Curriculum

**Frank Logan**

Executive Director of Career & Technical Programs

**Paula Miller**

Date Specialist, Comprehensive Long Range Plan  
Committee Member

**Enos Moss**

Chief Financial Officer, Treasurer

**Dr. Charles Simms**

Interim Chief Academic Officer

**Sheila Smith-Anderson**

Executive Director Leadership Development

**Patrick Wallace**

Executive Director of Communications

**John Windom**

Executive Director of Community Education





## Section 6

# List of Meetings/Events for Production of the CLRP Planning Documents



**St. Louis Public Schools Comprehensive Long Range Plan**

*A Critical Path to Education Reform*

# Meetings and Events for Production of CLRP Document

UNICOM•ARC staff frequently consulted with key St. Louis Public Schools staff throughout the process for producing the Comprehensive Long Range Plan. From time to time, other consultants were brought in to ensure that the project was on course in providing the path for educational reform. Following is a chronology of the meetings and events from June through December, 2008:

<b>July 24</b>	SAB Meeting (SAB approves for project)
<b>July 25</b>	Professional Service Agreement Approved
<b>July 30</b>	Meeting with Mr. Richard Gaines and Dr. Charlene Jones to review intent and further explanation of the project
<b>August 12</b>	Meeting with Dr. Jones and External Engagement Staff to receive further explanation regarding all documents and materials in information packet received at July 30, 2008 meeting
<b>August 20</b>	Meeting with Mr. Gaines, Dr. Jones and Mr. David Lineberry
<b>August 22</b>	SAB Interview: Ms. Melanie Adams
<b>August 22</b>	Meeting with Dr. Bill Rebores to discuss planning approach for the project
<b>August 25</b>	SAB Interview: Mr. Rick Sullivan
<b>August 27</b>	Meeting with Mr. Gaines and the CLRP Implementation Coordinators
<b>August 28</b>	SAB Interview: Mr. Gaines
<b>August 29</b>	Meeting with Mr. Lineberry and Dr. Dan Edwards to gain a better understanding/ explanation regarding the production of the SLPS CSIP document
<b>September 3</b>	Attend SLPS MSIP Training Seminar and brief visit with Dr. Robert Taylor (DESE) and Dr. Dennis Dorsey (CSD/RPDC)
<b>September 4</b>	Meeting with Dr. Jones, Ms. Carol Howard and Dr. Taylor (DESE) regarding the District's MSIP status
<b>September 10</b>	Follow-up meeting with Dr. Taylor
<b>September 18</b>	Meeting with Mr. Lineberry
<b>September 22</b>	Meeting with Dr. Jones
<b>September 24</b>	Meeting with Dr. Jones and Mr. Gaines
<b>September 26-28</b>	Project Working Conference with Professional Educators



<b>October 7</b>	Meeting with Dr. Jones
<b>October 13</b>	Meeting with Dr. Jones and Mr. Gaines
<b>October 14</b>	SAB Meeting: Presentation of SAB Goals developed as result of SAB interviews
<b>October 23</b>	Meeting with Dr. Jones to set schedule for conference feedback sessions with District administrators
<b>October 27, 28 and November 3</b>	Conference sessions with District administrators to receive their feedback regarding the draft plan
<b>November 8</b>	Attend CLRP Summit at Vashon
<b>November 13</b>	Meeting with Dr. Jones
<b>November 18</b>	Meeting with Mr. Gaines, Dr. Kelvin Adams and Dr. Jones to review preliminary draft
<b>December 3</b>	Meeting with SAB, Dr. Adams, Dr. Jones to review Advance copy of planning document
<b>December 11</b>	Formal presentation of planning document at SAB meeting

