



St. Louis Public Schools *Transformation Plan*

Section 1: Introduction

In 2012, the St. Louis Public Schools was named a provisionally accredited school district by the Missouri Department of Elementary and Secondary Education (DESE). The criteria for this designation was made under the Missouri School Improvement Program 4 (MSIP 4) accountability system after being designated unaccredited in 2007. Recently, DESE began implementing a new accountability system, MSIP 5, which evaluated school districts using a different framework of indicators. Under the MSIP 5 standards, the St. Louis Public Schools received 34.5 points out of a possible 140 (24.6%) for the 2012-13 school year with very significant challenges in the area of student achievement.

During the past five years, St. Louis Public Schools (SLPS) has laid a foundation for continuous improvement that has led it out of unaccreditation and must be built upon to maintain accreditation under MSIP 5. Now that the foundation has been set, the SY13-14 *SLPS Transformation Plan* focuses on change at the classroom level. The summary below highlights key initiatives from the past two years and outlines specific additions to this year's *SLPS Transformation Plan*.

WHAT WE HAVE ACHIEVED

Year 1 (2011-2012): Laying the Groundwork

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

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

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

This past school year, the district implemented a *SLPS Transformation Plan* with tighter focus. The district’s plan emphasized the “through-lines” of instructional leadership and practice, from the district’s central office down to the classroom level. In addition to continuing the accomplishments above, highlights from the past year include:

- Completed curriculum maps;
- Revised the Focused Instructional Learning Walk protocol and continued district and school instructional learning walks to determine quality of classroom instruction;
- Leveraged bi-weekly Principals’ Meetings to discuss instruction and share best practices; and
- Appointed Academic Instructional Coaches (AICs) to provide instructional coaching to teachers with an emphasis on literacy.

WHAT WE WILL ACHIEVE

Year 3 (2013-2014): Focusing on the “Instructional Core”

While these systems and structures still need refinement, we believe the organizational elements are now in place for the district to focus on the quality of classroom instruction. Re-framing our strategic objectives from previous years, the 2013-2014 *SLPS Transformation Plan* focuses on increasing the rigor of classroom instruction in reading, math, science, and social studies for all students with an emphasis on depth-of-knowledge (DOK)/rigor and engagement.

The district’s theory of action creates an articulated, coherent strategy for the district. The strategic initiatives included in the *SLPS Transformation Plan* focus on the core elements outlined in the district’s theory of action that will bring about systemic change and improvement.

Theory of Action

IF the St. Louis Public Schools focuses on and persists in expecting, developing, supervising, and evaluating educators’ capacity to deliver rigorous and engaging instruction that is:

- Aligned to Common Core state standards,
- monitored so student progress in attaining those standards reaches a level of proficiency,
- adjusted and differentiated so that all students will be supported and stretched to make progress; and
- evidence of student learning is demonstrated every day in every classroom in every school

THEN student achievement will significantly increase in each St. Louis school and in the St. Louis Public Schools as a district.

Objectives and Final Outcomes

Objective 1: Prepare all SLPS students for college and career success by implementing rigorous standards aligned to the Common Core State Standards and monitoring student progress in attaining those standards to a level of proficiency

- *SLPS Transformation Plan* Final Outcomes¹
 - The district will reduce by at least 20% the # of students who are performing at the below basic and basic levels across all tested grades on ELA, Math, and Science MAP/EOC by the end of the 2014-15 year (and/or increase the Missouri Performance Index score by 10% district-wide).
 - The district will ensure that 80% of 9th graders are on-track and returning to the district as 10th graders by the beginning of the 2015-16 school year.
 - The district will increase the graduation rate by 9% from 2013-14 to 2014-15.
 - The district will achieve 20 out of 30 College and Career readiness APR points by the end of 2014-15.

Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making

- *SLPS Transformation Plan* Final Outcomes
 - By March 2015, 70% of school instructional leadership teams in Superintendent’s Zone schools will make data-driven decisions to provide differentiated instruction and additional interventions for struggling students as evidenced by a representative sampling of data team observations, completed data team plan summaries, and minutes

¹ Final outcomes are aligned to meet an APR of 70% by 2015.

- By the end of the 2014-15 school year, 95% of professional learning community (PLC) decisions in grades PK-12 at Superintendent's Zone schools will be implemented and monitored for impact in the classroom as evidenced by a representative sampling of PLC observations, PLC minutes, learning walks, and classroom observations

Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students

- *SLPS Transformation Plan* Final Outcomes
 - By the end of March 2015, 90% of principals and APs will demonstrate proficiency in identifying rigorous and engaging instruction as measured by the quality of observations and feedback which will be reflected in focused instructional learning walks, rubrics and observation assessments
 - By the end of March 2015, 80% of principals, APs, and AICs will provide growth-producing feedback to those they supervise on improving classroom instruction with a focus on rigor and engagement, as measured by portfolios of evidence and rubrics

Objective 4: Create, communicate, build, and support momentum for the vision of SLPS that will be embraced by the St. Louis community and all of its stakeholders.

- *SLPS Transformation Plan* Final Outcomes
 - By May 2015, all schools will have a welcoming environment, as measured by
 - 90% of schools will provide evidence as to how they have addressed the indicators of ensuring a welcoming school environment as measured by a newly-created welcoming environment rubric
 - Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments
 - By May 2015, over 70% of families responding to a survey will demonstrate an understanding of the district and school's overall vision and direction concerning rigor and actively take regular actions to support their student(s)' academic success.

Objective 5: Ensure that all SLPS preschoolers are Kindergarten-ready and beyond

- *SLPS Transformation Plan* Final Outcomes
 - By May 2015 the ECE staff will make informed decision using the Desired Results Developmental Profile (DRDP) and feedback from the Focused Instructional Learning Walks to ensure the successful transition of preschool students into kindergarten and beyond by:
 - Monitoring student attendance and instruction, student performance, evidence of staff development, and evidence of family engagement activities.

HOW WE WILL GET THERE

The 2013-2014 *SLPS Transformation Plan* builds on the successes of the previous two years, and includes new areas of focus. Once these areas of focus are finalized in the *SLPS Transformation Plan*, a key next step for the Superintendent is to assess the strengths, skills, and capacity of his central office and building administrators, and then assign owners for specific activities. SLPS will continually invest in its leaders to ensure that they are set up for success.

SLPS will continue to refine the systems and structures it has established, but will also focus on several areas of work for greater impact:

- **Using time effectively (Objective 1):** While steps are being taken to increase instructional time across all schools, the time allocated to rigorous instruction within the current schedule is not always used effectively. Within the school day, there are opportunities for maximizing the effectiveness of teachers' use of instructional time. Areas where time can be used more effectively include:
 - Instructional time
 - Teacher collaboration teams
 - Prep time
 - Administrators' use of school instructional leadership team meetings
 - Principals' Meetings
 - Increasing time for supervision and growth-producing feedback
- **Creating accountability for data-driven instruction (Objective 2):** The district will leverage district and school-level data teams to drive the use of data to inform instruction. Levers to help ensure data is analyzed and used to inform instruction include:
 - Establishing clear expectations for the work of district and school-level data teams, including consistent agendas, protocols, and methods for ensuring accountability for implementing actions arising from the data teams
 - Benchmarks and formative assessments in grades K-12
 - Timely, teacher-friendly and usable data
 - Professional development for school-level data teams on the use of data and connecting data to changes in instruction, with support from data specialists in every school
- **Creating a common understanding of rigorous instruction (Objective 3):** The most successful strategic plans identify a few high-leverage initiatives and focus on implementing them well. St. Louis Public Schools will concentrate a narrow but deep set of efforts towards increasing the quality of instruction in the classroom through:
 - Increasing time for supervision and growth-producing feedback relative to the rigor of classroom instruction
 - Developing a shared understanding among principals and APs and teachers of content and grade specific rigorous instruction using professional development, the teacher evaluation system, and the St. Louis Plan.
- **Engaging parents as partners (Objective 4):** Central office, building administrators, and teachers are responsible for transparency with parents regarding the district's efforts to increase student attendance and achievement and for creating a welcoming environment in every school and classroom.
- **Empowering principals to be effective school leaders:** Building administrators are responsible for the student outcomes at their schools. As such, they need to know their data, teachers, and students to make outcome-oriented decisions. The district will provide coaching and targeted professional development to help build principals' capacity as instructional leaders. In order to track the degree to which principals are demonstrating instructional leadership in their schools, the district will also hold regular supervisory conversations during regular school visits, conduct school learning walks with the superintendent and other

central office staff, and collect written feedback from principals to teachers generated through the evaluation process.

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Section 2: Organization of the *SLPS Transformation Plan*

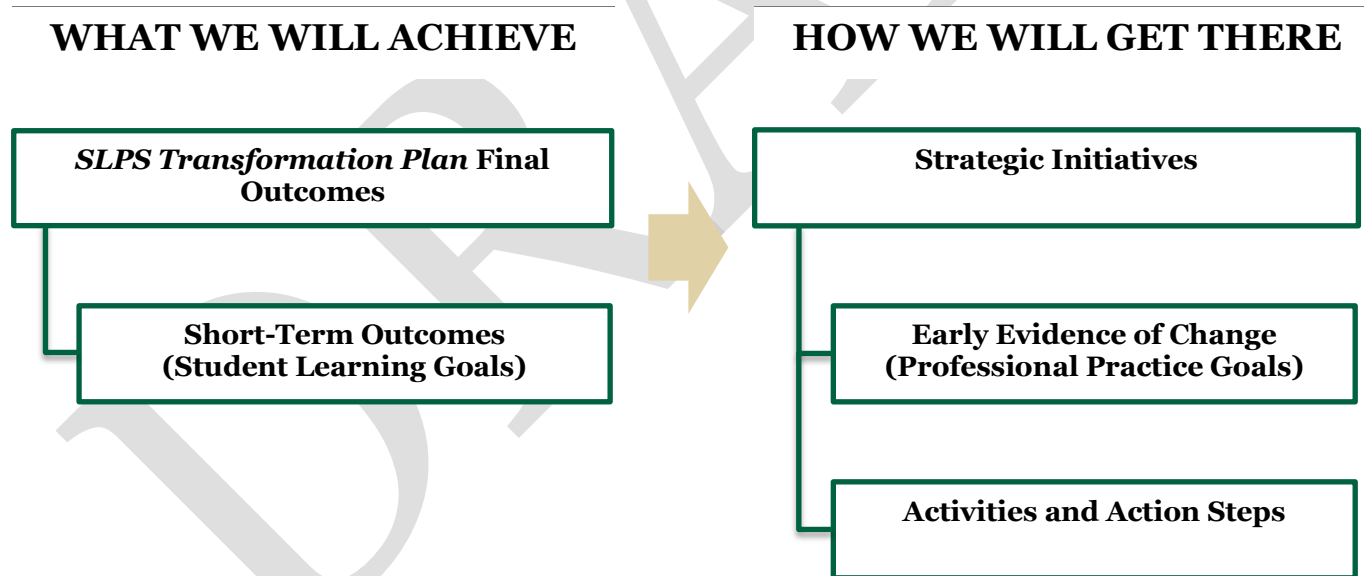
To ensure that principals can easily identify the final outcomes, strategic initiatives, activities, and action steps for which they are accountable, the document uses specific district language and maps early evidence of change and short-term outcomes to a goal-setting process. For example:

- Schools will be expected to use the *SLPS Transformation Plan* final outcomes as the final outcomes in their individual Comprehensive School Improvement Plans and Title I Schoolwide Plans beginning Spring 2015
- Principals will be expected to set student learning goals that are aligned with the short-term outcomes in the *SLPS Transformation Plan*, and professional practice goals for educators that are aligned with the early evidence of change

These through-lines to school-level and educator-level work will help ensure that the district maintains a narrow yet intense focus on the district's five strategic objectives.

The diagram below shows the relationship between the major elements of the *SLPS Transformation Plan*. Each strategic initiative is assigned to central office owners who will oversee and report on the planning and execution of the initiative, and each activity and action step will have an owner who will execute on it. As mentioned earlier, the Superintendent will assign owners to activities and action steps once the plan is finalized.

Strategic Objectives: 1. Rigorous standards, 2. Use of data, 3. Effective and engaging instruction, 4. Family engagement, 5. Early childhood



Section 3: Objective 1

Objective 1: Prepare all SLPS students for college and career success by implementing rigorous standards and monitoring student progress in attaining those standards to a level of proficiency

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcomes 1.1

- A) The district will reduce by at least 20% the # of students who are performing at the below basic and/or basic levels across all tested grades on ELA, Math, and Science MAP/EOC by the end of the 2014-15 year
- B) Each school in SLPS will meet or exceed building-specific annual attendance targets toward 83/90 attendance district-wide by May 2015

SLPS Transformation Plan Final Outcomes 1.2

- A) The district will reduce by at least 20% the # of students who are performing at the below basic and/or basic levels across all tested grades on ELA, Math, and Science MAP/EOC by the end of the 2014-15 year
- B) The district will ensure that 80% of 9th graders are on-track and returning to the district as 10th graders by the beginning of the 2015-16 school year.
- C) The district will increase the graduation rate by 9% from 2013-14 to 2014-15.
- D) The district will achieve 20 out of 30 College and Career readiness APR points by the end of 2014-15.
- E) The district will increase Math and ELA proficiency of CTE-enrolled students by at least 10% by the end of the 2014-15 school year

HOW WE WILL GET THERE

Strategic Initiative 1.1

Strengthen ELA and math instruction by

- (1) Implementing a Common Core-aligned reading and math block framework in all K-12 classrooms
- (2) Ensuring that all K-12 teachers have the skills and academic resources to deliver effective, engaging, and rigorous instruction in reading and math through supervision, growth-producing feedback, and professional development
- (3) Ensuring that students in grades K-2 are attending school regularly

Strategic Initiative 1.2

Strengthen supports for struggling students in middle and high school by

- (1) Establishing a system for identifying Grade 6-10 students at-risk of dropping out (i.e., students with Ds and Fs, and other early warning signs) and designing appropriate academic and social-emotional interventions, and
- (2) Providing extra supports/additional time to learn for students in ELA and math at Superintendent's Zone schools

SYSTEMS/STRUCTURES/STAKEHOLDERS TO SUPPORT OBJECTIVE 1:

- Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making
- Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students
- Objective 4: Create, communicate, build, and support momentum for the vision of SLPS that will be embraced by the St. Louis community and all of its stakeholders

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcomes 1.1

- A) The district will reduce by at least 20% the # of students who are performing at the below basic and/or basic levels across all tested grades on ELA, Math, and Science MAP/EOC by the end of the 2014-15 year
- B) Each school in SLPS will meet or exceed building-specific annual attendance targets toward 83/90 attendance district-wide by May 2015

Why is this Final Outcome critical to achieve?

Success in reading and mathematics in the early grades sets the foundation for success in middle school and high school. Students who regularly attend school have a much better chance of acquiring a solid foundation of reading and mathematics skills. Students entering the middle and high school years without solid skills are at a significant risk of dropping out of high school.

Short-Term Outcomes 1.1 (Student Learning Goals)

- STAR
 - From August 2014 to December 2014, all K-6 teachers will reduce by 15% the # of students not meeting grade-level benchmarks on each STAR administration
 - From August 2014 to May 2014, all K-6 teachers will reduce by at least 20% the # of students not meeting benchmark on STAR
- Acuity
 - From August 2014 to December 2014, all grade 2-8 teachers will reduce by 20% the # of students scoring below basic and/or basic on Acuity ELA and math
 - From August 2014 to May 2014, all grade 2-8 teachers will reduce by 25% the # of students scoring below basic and/or basic on Acuity ELA and math
- High School EOC Benchmark
 - From August 2014 to December 2014, all 9-12 teachers will reduce by 25% the # of students below basic and/or basic on the EOC benchmark assessments for Algebra, English and Science
 - From August 2014 to May 2014, all 9-12 teachers will reduce by 40% the # of students below basic and/or basic on the EOC benchmark assessments for Algebra, English, and Science

HOW WE WILL GET THERE

Strategic Initiative 1.1

Strengthen elementary ELA and math instruction by:

- (1) Implementing a Common Core-aligned reading and math framework in PK-12 classrooms
- (2) Ensuring that all PK-12 teachers have the skills and instructional resources to deliver effective, engaging, and rigorous instruction in reading and math through supervision, growth-producing feedback, and professional development
- (3) Ensuring that students in grades K-2 are attending school regularly

Central Office Owner: Chief Academic Officer

Early Evidence of Change 1.1 (Professional Practice Goals)

- By May 2014, 60% of PK-12 classrooms will score at least Proficient on key look-for's during observations/walk-throughs on reading and math block implementation and on a representative sampling of lesson plans
- By May 2014 60% of PK-12 teachers will score at least Proficient on key look-for's during observations/walk-throughs for specific and rigorous instruction aligned to the written curriculum
- By May 2014 70% of teachers responding to a survey will rate the instructional resources produced as high-quality and useful

Activities and Action Steps to Support Final Outcome 1.1 A) The district will reduce by at least 20% the # of students who are performing at the below basic and/or basic levels across all tested grades on ELA, Math, and Science MAP/EOC by the end of the 2014-15 year B) Each school in SLPS will meet or exceed building-specific annual attendance targets toward 83/90 attendance district-wide by May 2015	Owner	Timeline
Finalize and codify the PK-12 approach to reading instruction, including the reading instructional framework <ul style="list-style-type: none"> Further Develop Literacy Frameworks for grades PK-12 to ensure quality instruction Develop and codify core reading program implementation resources so teachers can easily access and use them (e.g., videos, FAQs, sample lesson plans, SLPS unit plans uploaded to intranet, RTI guidance, etc.) Create a collaboratively-structured PK-5, 6-8, and 9-12 reading/ELA committees that include teachers and administrators to share best practices, review systemic teaching and learning challenges, and address implementation gaps hindering rapid improvement 	Exec Dir of Curriculum and Instruction	July - Dec Sept - ongoing Jan – ongoing
Finalize ELA curriculum, pacing maps, and standardized list of best practice materials to supplement the core reading program for grades PK-12 <ul style="list-style-type: none"> Volunteering principals lead a working group to develop and finalize the materials Materials are shared with all principals by the end of January 	Exec Dir of Curriculum and Instruction	July - Dec
Finalize differentiation resources in math and ELA to meet the needs of special education and English-language learner populations <ul style="list-style-type: none"> Develop and codify differentiation implementation resources so teachers can easily access and use them 	Exec Dir of Special Education Exec Dir of ESOL	July - Sept
Finalize and codify the grade PK-12 approach to math instruction, including the math instructional framework <ul style="list-style-type: none"> Develop Math Frameworks for grades PK-12 to ensure quality instruction Develop and codify Math framework implementation resources so teachers can easily access and use them (e.g., videos, FAQs, sample lesson plans, unit plans uploaded to intranet, RTI guidance, etc.); align with state math grant program where appropriate Create a collaboratively-structured K-5 math committee that includes teachers and administrators to share best practices, review systemic teaching and learning challenges, and address implementation gaps hindering rapid improvement 	Exec Dir of Curriculum and Instruction	July - Jan
Provide focused professional development and coaching for PK-12 teachers on delivering effective, engaging, and rigorous reading and math content and instruction Professional development should focus on: <ul style="list-style-type: none"> Implementation of the reading and math frameworks Rigorous ELA and math instruction, including an emphasis on grade level content and high DOK/rigor strategies and tasks for students Adjusting instructional practice and re-teaching based on data ELL and SPED strategies for differentiation 	Exec Dir of Professional Development	Aug – ongoing
Identify professional development needs for Grades PK-12, and provide job-embedded coaching for implementation of the reading and math frameworks <ul style="list-style-type: none"> Revise job description for AICs to ensure they spend ~40% of their time providing job-embedded coaching and professional development to teachers Identify exemplary teachers who can coach peers at schools without AICs Collaborate with principals to develop common criteria for expectations of AICs to 	AIC Coordinator	July-ongoing

<p>guide principals in how they hold them accountable</p> <ul style="list-style-type: none"> • Create a system to provide professional development for AICs around the established criteria for success (e.g., a coach) • Hold principals responsible for evaluating their AICs to ensure that AICs are held accountable for using time effectively and for student learning results 	Assoc Supts	
<p>Providing supervisory follow-up for teachers to ensure implementation of professional development learning in classrooms through observations and evidence collection, etc.</p> <ul style="list-style-type: none"> • Central office staff and principals agree on observation and accountability process for ensuring implementation of professional development learning in classrooms 	Supt/Assoc Supts, Principals	Oct- ongoing
<p>Strengthen the school instructional leadership team structure at each elementary school to review progress on building-wide next steps</p> <ul style="list-style-type: none"> • Create a consistent district-wide expectation for the structure, membership, roles, and meeting norms for school instructional leadership teams • Monitor SILT meetings through observation and submission of notes and next steps from each meeting to central office • Create structure for disseminating next steps from leadership team meetings to all school staff 	Assoc Supts Principals Exec Dir of Professional Development	May 2015
<p>Develop intervention strategy to raise attendance rates in grades K-2</p> <ul style="list-style-type: none"> • Convene planning group consisting of principals and central staff to develop a plan of action for intervening in grades K-2 to increase attendance rates • Implement plan and monitor results 	Attendance Committee Asst Sup Early Childhood Dep Sup of Student Support	June 2014

The systems and structures found in Objectives 2 and 3 are aligned with this initiative. Please refer to the initiatives in Objectives 2 and 3 for additional activities and action steps related to the use of data and expanding capacity for rigorous and engaging instruction, both of which need to happen to accomplish Objective 1.

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcomes 1.2

- A) The district will reduce by at least 20% the # of students who are performing at the below basic and/or basic levels across all tested grades on ELA, Math, and Science MAP/EOC by the end of the 2014-15 year
- B) The district will ensure that 80% of 9th graders are on-track and returning to the district as 10th graders by the beginning of the 2015-16 school year.
- C) The district will increase the graduation rate by 9% from 2013-14 to 2014-15.
- D) The district will achieve 20 out of 30 College and Career readiness APR points by the end of 2014-15.
- E) The district will increase Math and ELA proficiency of CTE-enrolled students by at least 10% by the end of the 2014-15 school year

Why are these Final Outcomes critical to achieve?

Students who experience success in school are far less likely to drop out of school. By paying attention to the early warning signs, teachers and administrators can provide intensive academic and social support to struggling students. The earlier interventions are put into place, the less failure a student experiences and the more likely the student will be to get back on track.

Short-Term Outcomes 1.2 (Student Learning Goals)

- From August 2014 to December 2014, reduce by 20% the # of students scoring below basic and/or basic on Acuity in grades 6-8
- Reduce the number of Ds and Fs given at the end of each quarter compared to the previous quarter by 15% in English and math courses in grades 6-11

HOW WE WILL GET THERE

Strategic Initiative 1.2

Strengthen supports for struggling students in middle and high school by

- (1) Establishing a system for identifying Grade 6-10 students at-risk of dropping out (i.e., students with Ds and Fs, and other early warning signs) and designing appropriate academic and social-emotional interventions, and
- (2) Providing extra supports/additional time to learn for targeted Superintendent's Zone students in ELA and mathematics

Central Office Owner(s): Chief Academic Officer

Early Evidence of Change 1.2 (Professional Practice Goals)

- By August 2014, all at-risk students in grades 6-10 will be identified as “at-risk” using previous year’s grades and other early warning signs
- By the end of October 2014 and ongoing throughout the year, at-risk Superintendent’s Zone students in grades 6-8 will receive additional instruction based on needs in literacy and math with content-strong teachers during the school day, as evidenced by the schools’ schedules ²
- By the end of each quarter beginning January 2015, each school will identify the at-risk students in grades 6-10 using early warning signs and create differentiated action plans to target student needs

The systems and structures found in Objectives 2 and 3 are aligned with this initiative. Please refer to the initiatives in Objectives 2 and 3 for additional activities and action steps related to the use of data and expanding capacity for engaging instruction, both of which need to happen to accomplish Objective 1.

Activities and Action Steps to Support Final Outcome 1.2 A) The district will reduce by at least 20% the # of students who are performing at the below basic and/or basic levels across all tested grades on ELA, Math, and Science MAP/EOC by the end of the 2014-15 year B) The district will ensure that 80% of 9th graders are on-track and returning to the district as 10th graders by the beginning of the 2015-16 school year. C) The district will increase the graduation rate by 9% from 2013-14 to 2014-15. D) The district will achieve 20 out of 30 College and Career readiness APR points by the end of 2014-15. E) The district will increase Math and ELA proficiency of CTE-enrolled students by at least 10% by the end of the 2014-15 school year	Owner	Timeline
Establish a system and protocol for identifying students at-risk of dropping out, in grades 6-10, a set of warning indicators and data. <ul style="list-style-type: none"> Identify set of warning indicators to collect throughout the school year (including report card grades, attendance, discipline reports, retention, etc.) by analyzing drop-out data from previous years to identify metrics for analyzing early warning indicators In August 2014, create an “at-risk” profile for students entering grades 6-10 using the warning indicators Create templates, protocol, and owners for regular data collection, and collect data quarterly 	Chief Academic Officer Chief Account. Officer Dep Sup of Student Support	Aug 2014 Sept-Oct 2014 Jan-quarterly
Strategically assign and schedule students identified as at-risk to appropriate intervention and remediation programs with content-strong teachers in grades 6-10, including differentiation for students with ELL and special needs <ul style="list-style-type: none"> Assign students to the appropriate intervention based on the new school schedule Analyze the results of staff surveys to identify staffing inequities and opportunities for staff re-assignment Re-assign content-strong teachers to intervention and remediation programs as necessary 	Secondary School Principals Sup. Zone staff	Aug 2014 – ongoing
Design, develop, and implement a values-driven, character development component to professional development and curriculum for targeted classrooms	Chief Academic Officer Dep Sup of Student Support	Aug 2014 – ongoing
Develop process for ongoing progress monitoring of student supports <ul style="list-style-type: none"> Create key metrics to assess quality of interventions that includes the same early warning indicators that identified the students Create process for including student voice into the continuous feedback process (e.g., ongoing student survey or student focus groups) 	Chief Account. Officer	Aug 2014 - ongoing

Section 4: Objective 2

Objective 2: Develop a collaborative and accountable culture of using data to improve instructional practice and decision-making

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcome 2.1

By March 2015, 70% of school instructional leadership teams in Superintendent's Zone schools will make data-driven decisions to provide differentiated instruction and additional interventions for struggling students as evidenced by a representative sampling of data team observations, completed data team plan summaries, and minutes

SLPS Transformation Plan Final Outcomes 2.2

By the end of the 2014-15 school year, 95% of professional learning community (PLC) decisions in grades PK-12 at Superintendent's Zone schools will be implemented and monitored for impact in the classroom as evidenced by a representative sampling of PLC observations, PLC minutes, learning walks, and classroom observations

HOW WE WILL GET THERE

Strategic Initiative 2.1

Establish a system to make data-driven decisions to improve student outcomes by

- (1) Administering common formative assessments aligned to Common Core state standards in ELA/math in PK-12, and science in tested grades
- (2) Creating a common data inquiry cycle and protocol at the district, school, and grade-level/content level
- (3) Strengthening and implementing accountability structures for district and school-level data teams to ensure decisions result in differentiated instruction and additional learning time for struggling students

Strategic Initiative 2.2

Building administrators in ensure that PLC decisions are implemented and monitored for impact in the classroom by:

- (1) Building the capacity of PLCs and teachers to effectively use the data inquiry cycle to make data-driven decisions
- (2) Monitoring that PLC decisions result in differentiated instruction and additional learning time for struggling students and then evaluated for impact on student learning

SYSTEMS/STRUCTURES/STAKEHOLDERS TO SUPPORT OBJECTIVE 2

- Common formative assessments
- District data team, school instructional leadership team, and teacher collaboration teams
- Focused instructional learning walks (FILWs)
- AICs

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcome 2.1

By March 2015, 70% of school instructional leadership teams in Superintendent's Zone schools will make data-driven decisions to provide differentiated instruction and additional interventions for struggling students as evidenced by a representative sampling of data team observations, completed data team plan summaries, and minutes

Why is this Final Outcome critical to achieve?

Knowing whether or not students are making steady progress toward clear learning targets is essential for staying on track for success. If teachers know where each student is in their learning trajectory, they will be able to adjust instruction and provide specific interventions, thereby greatly increasing the likelihood that all students will reach the identified learning goals.

Short-Term Outcomes (Student Learning Goals) 2.1

Objective 2 directly supports the Final Outcomes in Objective 1. Please refer to Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 2.1

Establish a system to make data-driven decisions to improve student outcomes by

- (1) Creating a common data inquiry cycle and protocol at the district, school, and grade-level/content level
- (2) Strengthening and implementing accountability structures for district and school-level data teams to ensure decisions result in differentiated instruction and additional learning time for struggling students

Central Office Owner(s): Executive Director of Professional Development and Executive Director of Superintendent's Zone

Early Evidence of Change (Professional Practice Goals) 2.1

- By March, 90% of Superintendent's Zone district data team meetings will use the data inquiry cycle to make decisions to improve student outcomes in ELA and math, as measured by random samples of data team meeting minutes
- By March, all Superintendent's Zone K-2 teachers progress monitor strategic students every 4 weeks and intensive students every 2 weeks 100% of the time using STAR and other assessments
- By March 2015, 90% of Superintendent's Zone principals will provide evidence of teachers adjusting instruction and learning arising out of school instructional leadership team decisions and the ability to assess the effectiveness of their interventions as evidenced by (1) samples of evaluation artifacts, and (2) conversation at monthly meetings with the superintendent
- By March 2015, Superintendent's Zone principals demonstrate effective facilitation of school data teams as measured by Supt/Asst. Supt observations of school data teams and principals using a rubric for effective data teams
- By the end of the 2014-15 year, 95% of principals district-wide report on a survey that the central office has managed, provided, and customized data for principal and school data team use, and provided sufficient growth-producing feedback to principals and school data teams in the use of that data to improve instructional practice

Activities and Action Steps to Support Final Outcome 2.1 By March 2015, 90% of Superintendent’s Zone district data team and school instructional leadership teams will make data-driven decisions to provide differentiated instruction and additional learning time for struggling students as evidenced by a representative sampling of data team observations and minutes	Owner	Timeline
Define the purpose, roles, and responsibilities for data teams at the district, school, and grade-level/content levels <ul style="list-style-type: none"> • The purpose of district data team (DDT), school instructional leadership team (SILT), and professional learning community (PLC) is to identify what students do not understand, how to re-teach more effectively, and how to challenge students to learn new material, using data to inform what and how teachers should teach differently • Codify the DDT, SILT, and PLC purpose and create tools for implementing and measuring the results of previous decisions • Establish meeting schedules for district data team, SILT, and PLC to meet in alignment with the data cycle with the following expectations: <ul style="list-style-type: none"> ○ Elementary school PLCs meet at least two times a month ○ Secondary school PLCs meet weekly ○ DDT and SILTs meet at least monthly 	Chief Academic Officer Exec Dir of Professional Development District Data Team (TBD)	May-June
Strengthen central office oversight and support to ensure Superintendent’s Zone SILT decisions are followed through in PLCs and implemented in the classroom <ul style="list-style-type: none"> • Central office administrators monitor and provide growth-producing feedback to building administrators regarding the effectiveness of the SILT, using processes such as educator evaluation, school learning walks, SILT observations, monthly discussions between Supt/Asst. Supt and administrators, and monthly SILT minutes review and data team rubric • Create and use rubric to identify the characteristics of effective SILTs 	Exec Dir of Sup Zone	Aug - ongoing
Refine and finalize the data cycles at the district, school, and classroom levels, taking into account benchmarks, common formative assessment, and student work, so that adjustments to learning time can be determined <ul style="list-style-type: none"> • Review assessment calendar and create master schedule of when certain data will be reviewed at the classroom, school, district level – all aligned to curriculum maps 	District Data Team	August - October
Create templates and produce data reports that provide user-friendly and timely data for principals and SILTs	Chief Accountability Officer	May - August
Develop plan for incorporating student perception data into data team process	Chief Accountability Officer	September – May 2015

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcome 2.2

By the end of the 2014-15 year, 95% of Superintendent's Zone professional learning community (PLC) decisions in grades K-12 will be implemented and monitored for impact in the classroom as evidenced by a representative sampling of PLC observations, PLC minutes, school learning walks, and classroom observations

Why is this Final Outcome critical to achieve?

Knowing whether or not students are making steady progress toward clear learning targets is essential for success. If teachers know where each student is in their learning trajectory, they will be able to adjust instruction and provide specific intervention, thereby greatly increasing the likelihood that all students will reach the identified learning goals.

Short-Term Outcomes (Student Learning Goals) 2.2

Objective 2 directly supports the Final Outcomes in Objective 1. Please refer to Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 2.2

Superintendent's Zone building administrators ensure that PLC decisions are implemented and monitored for impact in the classroom by:

- (1) Ensuring the regular administration and analysis of common formative assessments in ELA, math, and science
- (2) Building the capacity of PLCs and teachers to effectively use the data inquiry cycle to make data-driven decisions about instruction
- (3) Monitoring that PLC decisions result in differentiated instruction and additional learning time for struggling students and then evaluated for impact on student learning

Central Office Owner: Executive Director of Superintendent's Zone

Early Evidence of Change (Professional Practice Goals) 2.2

- By February 2015, all Superintendent's Zone building administrators can demonstrate that at least 75% of professional learning community (PLC) decisions have been implemented in the classroom and measured for impact as evidenced by classroom observations, review and summary of data team minutes, SILT/school data team minutes, all of which can be included in the educator's evidence collection, and reports on usage through STAR and Acuity software
- By the end of the 2014-15 year, 90% of Superintendent's Zone classrooms will score at least Proficient on observations/learning walks indicators aligned to Assessments
- 90% of Superintendent's Zone building and central office administrators include evidence in their portfolios of evidence for educator evaluation documenting that they have followed-up and provided growth-producing feedback in a timely and clear manner on teachers' use of data to adjust and improve instructional practices through classroom observations, school learning walks, and focused data team observations

Activities and Action Steps to Support Final Outcome 2.2 By the end of the 2014-15 year, 90% of Superintendent's Zone PLC decisions in grades K-12 will be implemented and monitored for impact in the classroom as evidenced by a representative sampling of PLC observations, PLC minutes, school learning walks, and classroom observations	Owner	Timeline
Determine the structure, roles, and responsibilities of professional learning communities and establish a meeting schedule <ul style="list-style-type: none"> Establish protocol for use of PLC time in schools Elementary school PLCs meet at least two times a month and secondary school PLCs meet weekly 	Chief Acad Officer Exec Dir of Professional Development	July - August
Ensure Superintendent's Zone PLCs use the new PLC protocol, agenda, and minutes template <ul style="list-style-type: none"> Monitor quality of PLC discussions through random spot-checks of PLC agendas and minutes Principals report on frequency and topics covered in PLC meetings to central office through quarterly quantitative surveys 	Exec Dir of Sup Zone	Oct-ongoing
Build capacity of teachers to use assessment data to improve instructional practice <ul style="list-style-type: none"> Assess professional development needs for each PLC Develop a plan to provide professional development, coaching, modeling, and training to teachers and PLCs on effective use of formative assessment data to inform instruction (e.g., Acuity training, identifying data team leads in each building, principal-led professional development) 	Exec. Dir. of Professional Development	Sept - ongoing
Leverage data specialists, such as AICs, to build school staff capacity for using data to adjust instructional practice and improve student learning <ul style="list-style-type: none"> Revise job description for Academic Instructional Coaches to clarify the amount of their time coaching teachers on adjusting instruction and re-teaching based on data Hold AICs responsible for tracking classroom-level data to ensure that targeted teachers are improving 	Exec Dir of Professional Development Dir of AICs Principals	Sept - ongoing
Ensure Superintendent's Zone PLC decisions are implemented in the classroom to improve student outcomes <ul style="list-style-type: none"> Superintendent's Zone building administrators provide growth-producing feedback to teachers on the effectiveness of the PLC, using processes such as educator evaluation, focused instructional learning walks, PLC observations, and PLC minutes review Central office pulls data team minutes randomly and observes a representative sample of data teams, monitoring the degree to which the decision of the data team are implemented As part of the set number of observations principals are expected to conduct a week, principals must submit evidence in weekly surveys that they have observed at least 1 PLC meeting per week and provided the PLC with growth-producing feedback 	Exec Dir of Sup Zone	Oct-ongoing

Section 5: Objective 3

Objective 3: Expand district, school, and educator capacity to develop, deliver, and supervise effective instruction to all students

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcome 3.1

By the end of May 2015, all building-level goals will align with the goals and strategies in Objectives 1-5 in the *SLPS Transformation Plan*

SLPS Transformation Plan Final Outcomes 3.2

A) By March 2015, 90% of principals and APs will demonstrate proficiency in identifying rigorous and engaging instruction as measured by the quality of observations and feedback which will be reflected in focused instructional learning walks, rubrics and observation assessments

B) By the end of March 2015, 80% of principals, APs, and AICs will provide growth-producing feedback to teachers they support/supervise on improving classroom instruction with a focus on rigor and engagement measured by portfolios of evidence and rubrics

HOW WE WILL GET THERE

Strategic Initiative 3.1

Align Comprehensive School Improvement Plans and educators' goals with the goals and strategies in the *SLPS Transformation Plan*

Strategic Initiative 3.2

Improve the capacity of district and school instructional leaders to:

- (1) Identify effective instruction with a focus on rigor
- (2) Provide consistent and constructive feedback through coaching

SYSTEMS/STRUCTURES/STAKEHOLDERS TO SUPPORT OBJECTIVE 3:

- School Improvement Plans
- School-based administrator, and central office administrator educator evaluation
- Focused instructional learning walks

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcomes 3.1

By the end of May 2015, all building-level goals will align with the goals and strategies in Objectives 1-5 in the *SLPS Transformation Plan*

Why is this Final Outcome critical to achieve?

Buy-in from all principals and school staff is essential to the success of a district and school plan. If all SLPS educators work toward the same student achievement goals and focus on a few high impact strategies, we will increase the likelihood that all students will reach the identified learning goals.

Short-Term Outcomes (Student Learning Goals) 3.1

Objective 3 directly supports the Final Outcomes in Objective 1. Please refer to Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 3.1

Align Comprehensive School Improvement Plans and educators' goals with the goals and strategies in the *SLPS Transformation Plan*

Central Office Owner: Title I Director and Chief Academic Officer

Early Evidence of Change (Professional Practice Goals) 3.1

- By the end of December 2014, 70% of building administrators set challenging professional practice goals on instructional leadership (e.g., # of school learning walks, % of focused strategies implemented in classrooms after a coaching cycle), as measured by the quality of goals submitted to associate superintendents

Activities and Action Steps to Support Final Outcome 3.1 By the end of May 2015, all building-level goals will align with the goals and strategies in Objectives 1-5 in the <i>SLPS Transformation Plan</i>	Owner	Timeline
Align all CSIPs with Objectives 1-4 in the district <i>SLPS Transformation Plan</i> <ul style="list-style-type: none"> • Refine template for Comprehensive School Improvement Plans (CSIPs) • Support principals in drafting CSIPs through office hours and walk-in support sessions to ensure alignment to <i>SLPS Transformation Plan</i> • Create rubric for CSIPs to provide guidance for principals on how to align their CSIPs with the <i>SLPS Transformation Plan</i> • Principals submit CSIPs and revise CSIPs as necessary • Approve schools' CSIPs 	Title I Director Chief Academic Officer	March – May 2015
Identify meetings structures that will be used for monitoring progress on CSIPs <ul style="list-style-type: none"> • Articulate purpose, structure, roles, responsibilities, and schedules for the meetings to monitor progress on CSIPs 	Title I Director Chief Academic Officer	Aug 2015
Monitor implementation of CSIPs through focused instructional learning walks, individual meetings between the superintendent/central office administrators and principals, and data team observations <ul style="list-style-type: none"> • Modify protocol for focused instructional learning walks to monitor CSIPs (reading block, math block, secondary interventions, data teams, rigorous content and tasks, etc.) • Create schedule and protocol for individual meetings between Supt/central office administrators and principals to monitor CSIP progress consistent with the formative assessment data cycle 	Assoc Supts Title I Director	Aug-ongoing 2015 Sept 2015-ongoing
Communicate goals and strategies in the <i>SLPS Transformation Plan</i> to teachers <ul style="list-style-type: none"> • Share overview of <i>SLPS Transformation Plan</i> objectives and strategies with teachers during August 2015 professional development (district-wide and building-based) with an emphasis on increasing the rigor of classroom instruction and the use of data to drive instruction • During August 2015 building-based professional development, communicate (1) crosswalk from <i>SLPS Transformation Plan</i> to CSIPs and (2) expectation that teachers will align their goals with the <i>SLPS Transformation Plan</i> to all teachers • Principals submit agenda from in-building professional development to central office as evidence that they have reviewed the <i>SLPS Transformation Plan</i> with teachers 	Exec Dir of Professional Development	Aug-Sept 2015
Building administrators develop and implement a plan to collect relevant data from assessments and observations, and include evidence from regular school learning walks in their evidence collection to show progress towards the <i>SLPS Transformation Plan</i> <ul style="list-style-type: none"> • Collect principals' schedules for conducting a consistent number of observations weekly and a consistent number of hours per day on instruction weekly • Review collection of evidence (Assoc Supt or Supt) at formative assessment mid-year and at supervisory meetings with Superintendent as necessary 	Chief Academic Officer	Oct-ongoing 2015

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcomes 3.2

A) By March 2015, 90% of principals and APs will demonstrate proficiency in identifying rigorous and engaging instruction as measured by the quality of observations and feedback which will be reflected in focused instructional learning walks, rubrics and observation assessments

B) By the end of March 2015, 80% of principals, APs, and AICs will provide growth-producing feedback to the teachers they support/supervise on improving classroom instruction with a focus on rigor and engagement measured by portfolios of evidence and rubrics

Why are these Final Outcomes critical to achieve?

Strong core instruction aligned to rigorous standards is the key to raising achievement for all students. In order for the district to ensure that effective teachers are teaching rigorous content in all classrooms, we need strong instructional leaders in each building to: (1) accurately and consistently identify effective instruction and (2) give constructive and actionable feedback. During the second half of the 2013-14 school year, the district will focus on building administrator capacity for identifying effective instruction; once principals and APs can identify rigorous instruction, they will be expected to use their understanding of effective instruction to provide teachers with growth-producing feedback that will help teachers achieve their expectations for effective teaching.

Short-Term Outcomes (Student Learning Goals) 3.2

Objective 3 directly supports the Final Outcomes in Objective 1. Please refer to Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 3.2

Improve the capacity of district and school instructional leaders to:

- (1) Identify effective instruction with a focus on rigor and engagement
- (2) Provide consistent and constructive feedback through coaching, evaluation of principals and APs' portfolios of evidence collection

Central Office Owner: Chief Academic Officer

Early Evidence of Change (Professional Practice Goals) 3.2

- By May 2014, 90% of building administrators will be proficient at observing classroom practice, as indicated by an assessment to be determined
- By December 2014, 70% of principals and APs provide consistent and constructive feedback through coaching as evidenced by portfolios of evidence collection including observations, student data, etc.

Activities and Action Steps to Support Final Outcome 3.2 A) By March 2015, 90% of principals and APs will demonstrate proficiency in identifying rigorous and engaging instruction as measured by the quality of observations and feedback which will be reflected in focused instructional learning walks, rubrics and observation assessments B) By the end of March 2015, 80% of principals, APs, and AICs will provide growth-producing feedback to the teachers they support/supervise on improving classroom instruction with a focus on rigor and engagement measured by portfolios of evidence and rubrics	Owner	Timeline
Establish expectations for principals, APs, and AICs regarding their roles in observing teachers and providing feedback <ul style="list-style-type: none"> • Message that SILT members will be expected to: <ul style="list-style-type: none"> ○ Conduct a set number of observations per week, including 1 observation of a PLC meeting (if applicable) ○ Provide growth-producing feedback for each observation 	Chief Academic Officer	May 2014 – September 2014 August
Create a tiered system of supports for principals, APs, and AICs on identifying rigorous instruction and providing growth-producing feedback <ul style="list-style-type: none"> • Establish a common district-wide definition of rigorous instruction and high-quality growth-producing feedback • Give principals, APs, and AICs assessments to diagnose their understanding of rigorous instruction in comparison to the district-wide definitions through: <ul style="list-style-type: none"> ○ Sharing ~3 examples of feedback to teachers from the previous school year with the Superintendent for review • Create three “tiers” of supports based on assessment and self-selection 	Chief Academic Officer Exec Dir of Professional Development AIC Coordinator	September 2014
Provide differentiated professional development for principals, APs and AICs based on the “tier” of support required <ul style="list-style-type: none"> • PD may include group and individual coaching; superintendent/principal school learning walks and walkthroughs to observe classrooms and calibrate ratings; training at Principals’ Meetings; one-on-one conversations; and feedback from supervisors • Create training plan and material for each “tier” 	Exec Dir of Professional Development AIC Coordinator	September - March
As part of the “tiered” system of supports, coach all principals and APs and AICs to identify effective classroom instruction against a standard for rigor <ul style="list-style-type: none"> • Analyze ongoing feedback given by all school-based educators to assess individual principals and APs’ ability to identify effective, rigorous instruction and calibrate inter-rater reliability quarterly by: <ul style="list-style-type: none"> ○ Assessing principals and APs’ ability by collecting principals and APs’ ratings on example videos of classroom observations quarterly • Focus Principals’ Meetings on developing a collective understanding of rigor in classroom instruction using texts, video tapes, etc. • Re-assess principals and APs quarterly, using analysis of ratings on example videos, to measure their progress and adjust groupings in “tiers” of support as necessary • Modify the system to provide professional development for AICs (e.g., a coach) based on the above activities 	Exec Dir of Professional Development AICs Coordinator	Feb – ongoing
As part of the “tiered” system of supports, develop a common understanding of constructive, growth-producing feedback <ul style="list-style-type: none"> • Provide examples of exemplary constructive, growth-producing feedback • Coach and assess all principals on providing growth producing feedback 	Assoc Supts Exec Dir. of Professional Development	June - ongoing

Activities and Action Steps to Support Final Outcome 3.2 A) By March 2015, 90% of principals and APs will demonstrate proficiency in identifying rigorous and engaging instruction as measured by the quality of observations and feedback which will be reflected in focused instructional learning walks, rubrics and observation assessments B) By the end of March 2015, 80% of principals, APs, and AICs will provide growth-producing feedback to the teachers they support/supervise on improving classroom instruction with a focus on rigor and engagement measured by portfolios of evidence and rubrics	Owner	Timeline
As part of “tiered” systems of support, coach and assess all principals, APs and AICs to provide growth-producing feedback <ul style="list-style-type: none"> • Analyze ongoing feedback given by all school-based educators to assess individual principals and APs’ ability to provide high-quality feedback and calibrate inter-rater reliability quarterly by: <ul style="list-style-type: none"> ○ Collecting random sample of feedback to teachers quarterly • Re-assess principals and APs quarterly, using sample feedback, to measure their progress and adjust groupings in “tiers” of support as necessary • Target additional monitoring and support for individual teachers based on feedback quality • Create a system to follow up on professional development for AICs (e.g., a coach) 	Chief Academic Officer ED of PD Assoc Sups AIC Coordinator	June – ongoing
Monitor principals’ progress through regular supervisory conversations <ul style="list-style-type: none"> • Superintendent meets individually with principals regularly to review progress and assess the degree of follow-through at the building level • Principals share summary of meeting and action steps with Superintendent within 48 hours of meeting 	Superintendent	March - ongoing

DRAFT

Section 6: Objective 4

Objective 4: Create, communicate, build, and support momentum for a shared vision of SLPS that will be embraced by the St. Louis community and all of its stakeholders.

The overarching intent of Objective 4 is to create and enact a vision for education for St. Louis Public Schools that is embraced by staff, students, families, and the broader community, and prepares students for success in college and in their careers. In order to achieve this vision, we need to engage families in understanding and shaping their children’s learning experiences and to be advocates for rigorous academic instruction throughout their school careers.

Two foundational steps in achieving this larger vision are first to establish a culture in each school that welcomes families as true partners in their child’s education and secondly to develop transparency that allows families to understand the successes and challenges the district faces as well as the path forward that the district will take to help each child achieve success.

The initiatives in Objective 4 for the 2014-15 school year are aimed at establishing this foundation which will pave the way for increasingly substantive family involvement over time.

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcome 4.1

By May 2015, all schools will have a welcoming environment, as measured by

A) 90% of schools will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom by using a newly-created welcoming environment rubric

B) Over 70% of families responding to a survey rate their schools and student’s classrooms as welcoming environments

SLPS Transformation Plan Final Outcomes 4.2

By May 2015, over 70% of families responding to a survey will demonstrate an understanding of the district and school’s vision and direction concerning rigor and actively take regular actions to support their student(s)’ academic success.

HOW WE WILL GET THERE

Strategic Initiative 4.1

Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively

Strategic Initiative 4.2

Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for academic success.

SYSTEMS/STRUCTURES/STAKEHOLDERS TO SUPPORT OBJECTIVE 4:

- Comprehensive School Improvement Plans
- Principal, school based administrator, and central office administrator evaluations

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcomes 4.1

By May 2015, all schools and classrooms will have a welcoming environment, as measured by

A) 90% of schools will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom by using a newly-created welcoming environment rubric

B) Over 70% of families responding to a survey rate their schools and student's classrooms as welcoming environments

Why is this Final Outcome critical to achieve?

Families are critical factors in ensuring students' academic and overall success. Families should feel like valuable members of the school learning community and work in partnership with teachers to support their child's achievement. Additionally, ensuring effective on-going communication between schools and families contributes to building trusting relationships, which can help bolster student success.

Short-Term Outcomes (Student Learning Goals) 4.1

Objective 4 directly supports the Final Outcomes in Objective 1. Please refer to Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 4.1

Establish policies, processes, practices, and monitoring mechanisms to ensure that all families are welcomed members of the school community and are communicated with effectively

Central Office Owner: Deputy Superintendent for Student Support

Early Evidence of Change (Professional Practice Goals) 4.1

- By December 2014, over two-thirds of schools exhibit the criteria for a welcoming environment, as assessed by school learning walks using the newly-developed rubric
- By May 2015, over two-thirds of responding families rate their schools and teachers as effectively creating a welcoming environment and meeting their communication needs, as reported in parent surveys and/or at parent teacher meetings and conferences
- By May 2015, over two-thirds of teachers and school administrators believe their schools are welcoming environments to all families and can point to specific changes in their schools that led to an improved environment in self appraisals of their schools, as measured by survey results

Activities and Action Steps to Support Final Outcome 4.1 By May 2014, all schools and classrooms will have a welcoming environment, as measured by A) 90% of schools will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom by using a newly-created welcoming environment rubric B) Over 70% of families responding to a survey rate their schools and student’s classrooms as welcoming environments	Owner	Timeline
Develop a set of district family engagement standards and practices that articulate the elements of a welcoming environment <ul style="list-style-type: none"> • Work with key stakeholders and members of the community to define an effective plan toward robust and active community engagement with the new vision and direction for St. Louis Public Schools that resonates in every school • Convene key stakeholders including: parents, district office staff, principals, and teachers to define a welcoming environment • Create a set of standards, rubrics, and action steps to promote a welcoming environment in each school and in central office • Ensure that the standards takes into account differences by grade level • Implement professional development for pertinent school staff consistent with the newly-created policies and standards for a welcoming school environment 	Exec Dir of Family and Comm. Engagement	May - ongoing
Develop and offer training for teachers and administrators on effective engagement of families to support student learning at home and in the community in collaboration with principals and other stakeholders	Exec Dir of Professional Development Dep Sup of Student Support Exec Dir of Family/Comm Engagement	August - ongoing

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcomes 4.2

By May 2014, over 70% of families responding to a survey will demonstrate an understanding of the district and school's vision and direction concerning rigor and actively take regular actions to support their student(s)' academic success.

Why is this Final Outcome critical to achieve?

Leading with transparency helps promote the development of trusting partnerships with families and community members. Additionally, authentically inviting and promoting input, discourse, and a collaborative decision making model with community members improves school and district leaders' ability to make informed decisions and improves overall community relations.

Short-Term Outcomes (Student Learning Goals) 4.2

Objective 4 directly supports the Final Outcomes in Objective 1. Please refer to Objective 1 for Short-Term Outcomes (Student Learning Goals).

HOW WE WILL GET THERE

Strategic Initiative 4.2

Establish a process for authentic two-way dialogue between schools and families that creates transparency and promotes partnership for academic success.

Central Office Owner: Deputy Superintendent for Student Support

Early Evidence of Change (Professional Practice Goals) 4.2

- By the end of November 2014, baseline survey data is collected, analyzed, and interpreted on the current state of overall family engagement, and an action plan is created based on the data.
- By March 2015 all families have had one or more opportunities to engage in dialogue with district or school leaders regarding the vision and direction for SLPS, as measured by collection of agendas, meeting materials, etc.

Activities and Action Steps to Support Final Outcome 4.2 By May 2014, over 70% of families responding to a survey will demonstrate an understanding of the district and school’s vision and direction concerning rigor and actively take regular actions to support their student(s)’ academic success.	Owner	Timeline
Create a comprehensive family engagement plan that creates a shared vision for how schools and families will work together as partners in students’ learning <ul style="list-style-type: none"> Educate families on the grade-level expectations for rigor for their student(s) and how this articulates across grades – leading to college and career readiness Establish practices to ensure positive two-way communication and relationship building with parents as ongoing partners in their student(s)’ learning (e.g. weekly communication and homework logs) Develop a school-based process that allows for the effective resolution of problems brought forward by families and are solved at the school level with the staff who are directly involved with the family 	Dep Supt for Student Support Principals Chief Academic Officer ED of FC Engagement	Feb - ongoing
Create schedule of communications and community engagements that provide opportunities for family input and creation of a shared vision <ul style="list-style-type: none"> Determine type, frequency, and content/topics of print and media communications (e.g. OpEd, press releases, letters to specific stakeholders, etc.) Schedule district communication events and community input opportunities (e.g. focus groups, community presentations, town halls, agency partnerships, etc.) 	Dep Supt for Student Support, Sup/Asst. Supts, Principals, ED of FC Engagement	April - ongoing
Create and administer school climate survey <ul style="list-style-type: none"> Create school climate survey that focuses on creating the conditions that reflect schools as welcoming environments for families as the foundation for transparent and ongoing communication regarding their children’s learning Ensure equitable access to the survey through translation services and availability of public facilities for internet access Administer school climate survey that reflects a collaborative work environment focused on student results 	Chief Accountability Officer Dep Supt for Student Support	Nov
Share survey findings with community and co-create action plan <ul style="list-style-type: none"> Analyze survey results for key themes and findings related to transparency and a positive school culture Share survey results with families and co-create action plans to tackle top challenges identified in the survey 	Sup/Assoc. Supts, Account. Office, Principals, ED of FC Engagement	June

Section 7: Objective 5

Objective 5: Ensure that all SLPS preschool students are Kindergarten-ready and beyond

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcomes 5.1

- By May 2015 the ECE staff will make informed decisions using the Desired Results Developmental Profile (DRDP) and feedback from the Focused Instructional Learning Walks to ensure the successful transition of preschool students into kindergarten and beyond by:
 - Monitoring student attendance and instruction, evidence of staff development, and evidence of family engagement activities.



HOW WE WILL GET THERE

Strategic Initiative 5.1

Improve the number of Pre-K students by 15% that are ready to successfully transition from Kindergarten to 2nd and beyond. We will accomplish this by:

- A. Define “Kindergarten Ready” through objective measures and goals
- B. Monitoring attendance and working with school support staff to case manage families that have excessive absences.
- C. Conduct Focused Instructional Learning Walks (FILW) in support of assessing proper Delivery of Instruction within Pre-K classes
- D. Conducting pre and post assessments including DRDP, CLASS and DECA. These reports will provide student performance and causal data. Information obtained from focused instructional learning walks and staff mapping will provide teacher performance and intervention where needed...
- E. Developing and implementing a parent and family engagement strand that focuses on topics that relate to kindergarten readiness. The programs will be offered and monitored quarterly working collaboratively with our Parent and Family Engagement Office.
- F. Develop and implement a differentiated professional development structure to provide coaching

SYSTEMS/STRUCTURES/STAKEHOLDERS TO SUPPORT OBJECTIVE 5:

- Maintain community partnerships
- Collaborate with principals to support school staff
- Focus Instructional Learning Walks
- Staff mapping
- Quarterly focus groups/booster sessions

WHAT WE WILL ACHIEVE

SLPS Transformation Plan Final Outcomes 5.1

By May 2015 the ECE staff will make informed decision using the Desired Results Developmental Profile and descriptive feedback from the Focused Instructional Learning Walks to successfully prepare preschool students into kindergarten by monitoring student attendance and instruction, as well as providing High quality staff development, and evidence of family engagement activities.

Why is this Final Outcome critical to achieve?

The final outcome impacts the number of students that are able to successfully transition from Pre-K to Kindergarten and beyond to better prepare students for the formative and summative assessments in tested grades.

Short-Term Outcomes 5.1 (Student Learning Goals)

- From August 2014 to May 2015, reduce by 75% the number of Pre-K students not meeting intended goals in Cognitive and Representational Domains
- From August 2014 to May 2015, reduce by 50% the number of Pre-K students below 90% attendance rate
- From August 2014 to May 2015, 100% of Pre-K – 2nd grade teachers and early childhood teacher assistants will attend Project Construct, Guided Reading, Mathematical Thinking, and Oral Language Trainings

HOW WE WILL GET THERE

Strategic Initiative 5.1

Improve early childhood ELA and math instruction by:

- Implementing a Cross-walk curriculum between MO Early Learning Standards and Common Core Kindergarten Standards

Central Office Owner: Assistant Superintendent for Early Childhood/Early Childhood Special Education

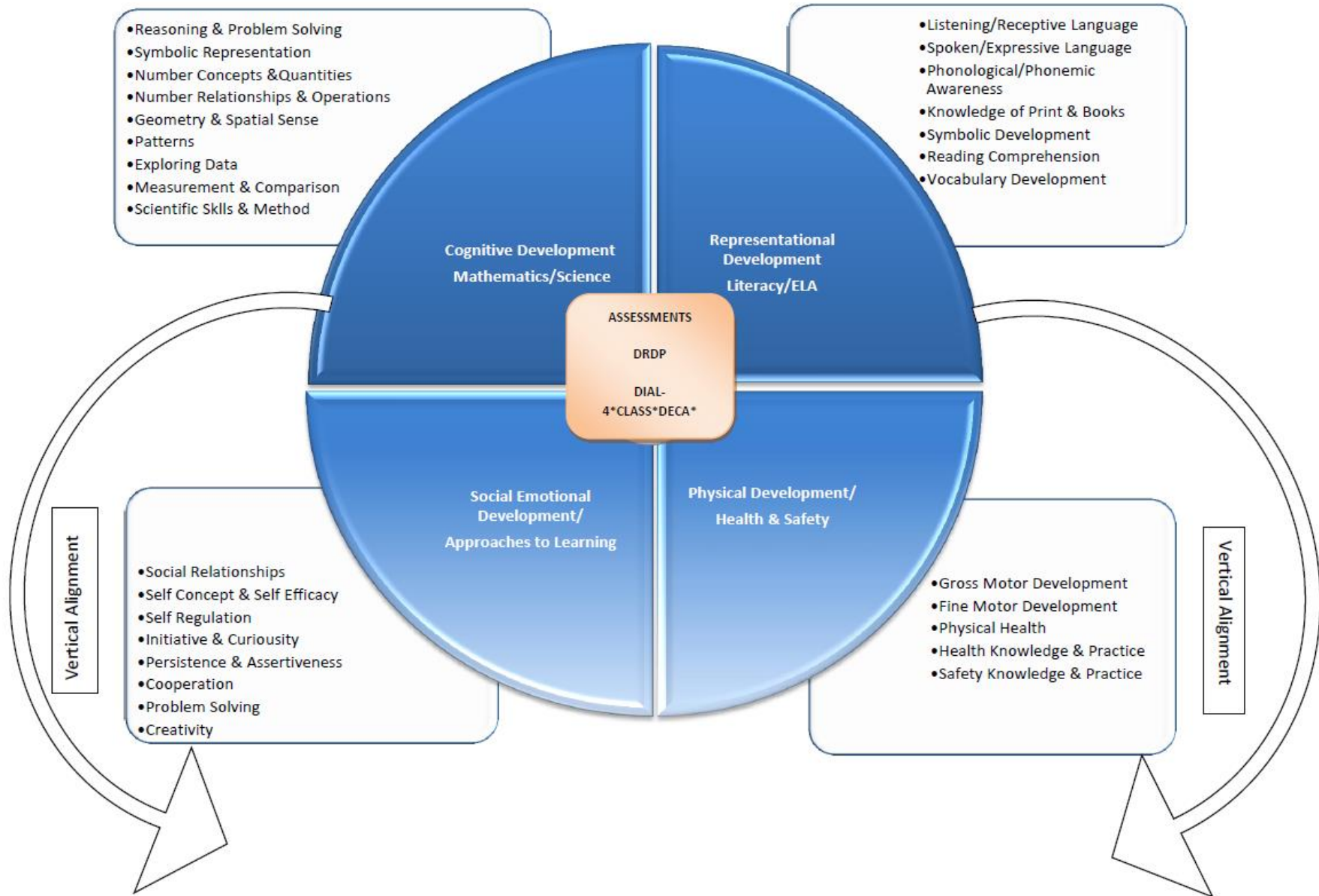
Early Evidence of Change 5.1 (Professional Practice Goals)

- Ensure PK – 2nd grade teachers have the skills to deliver effective engaging and rigorous instruction through supervision, descriptive feedback and high quality professional development
- By the end of Sept, 100% of all Pre-K students will be enrolled at schools
- By May 2015, 75% of Pre-K students will demonstrate Kindergarten Readiness as measured by the comprehensive assessment (***Desired Results Developmental Profile***)
- By May 2015, 95% of Pre-K teachers will demonstrate growth on FILW “Look-For’s” as identified on the staff mapping tool

Activities and Action Steps to Support Final Outcomes 5.1 By May 2015, 100% of ECE staff will make informed decision using comprehensive assessments and observations to ensure the successful transition of preschool students into kindergarten and beyond	Owner	Timeline
Define “Kindergarten Ready” <ul style="list-style-type: none"> • Convene key stakeholders to develop a common and measurable definition of “Kindergarten Ready” • Create rubrics and measures 	ECE Staff	August-Beyond
Monitor attendance <ul style="list-style-type: none"> • Implement P5119: Enrollment Withdrawal Policy 	ECE Staff	August-Beyond
Conduct Focused Instructional Learning Walks (FILW) <ul style="list-style-type: none"> • In every PK – 2nd grade classrooms to assess vertical alignment at grade level expectations prior to students entering tested grades. Preventive measures implemented in the Pre-K and Kindergarten classrooms 	ECE Staff	August – Beyond
Conduct pre and post assessments including DRDP, CLASS and DECA. <ul style="list-style-type: none"> • These reports will provide performance and causal data to determine Kindergarten Readiness to all Pre-K students 	ECE Staff	August – Beyond
Develop and implement a parent and family engagement strand <ul style="list-style-type: none"> • Parent meetings specific to Head Start and Grace Hill • Family Engagement • Family Specialists 	ECE Staff	August – Beyond
Provide aligned Professional Development and Coaching for Pre-K teachers on delivering effective engaging and rigorous ELS and Math Content Instruction <ul style="list-style-type: none"> • Project Construct Modules / Methodology • Crosswalk between MO Early Learning and Common Core Kindergarten and Math Standards • Use of Instructional Programs to maximize instructional minutes of each class day • Addendum to the PBTE (Performance-Based Teacher Evaluation) to include language conducive to annual evaluation • Report Cards 	ECE Staff	August – Beyond

SLPS Early Learning Framework

EARLY LEARNING FRAMEWORK



Kindergarten Readiness Framework Cross-Walk

P3&P4 Missouri Early Learning Standards	Kindergarten Common Core State Standards	
Literacy	ELA	
<ul style="list-style-type: none"> • Represents feelings and ideas in a variety of ways • Uses language to communicate ideas, feelings, questions or to solve problems • Listens for different purposes • Uses writing as a means of expression/communication • Applies early reading skills • Attends to sounds in language 	Key Instructional Shifts	<ul style="list-style-type: none"> • Answer questions about key details in text • Retell familiar stories including details • Identify characters, setting and key events in a story • Ask and answer questions about unknown words in text • Recognize common types of text (e.g., storybook, poem) • Name author and illustrator; define each role • Actively engage in group reading activities with purpose and understanding • Describe relationship between illustrations and text • Identify similarities and differences between book on same topic • Demonstrate understanding of organization and basic features of print • Demonstrate understanding of spoken words, syllables and sounds • Apply phonics and word analysis skills in decoding words • Ask clarifying questions to seek help or information • Participate in collaborative conversations with diverse partners about KG topics • Speak audibly and express thoughts, feelings and ideas clearly
	1. Building knowledge through content-rich nonfiction and informational texts	
	2. Reading and writing grounded in evidence from text	
	3. Regular practice with complex text and its academic vocabulary	
Mathematics	Mathematics	
<ul style="list-style-type: none"> • Uses numbers to show quantity • Uses language to represent number of objects • Solves problems using numbers • Uses numerical representation • Investigates positions and locations • Explores shapes in the environment • Recognizes relationships in the environment • Uses patterns in the environment • Makes comparisons • Uses measurement • Collects, organizes and uses information 	Key Instructional Shifts	<ul style="list-style-type: none"> • Know number name and the count sequence • Count to tell the number of objects • Compare numbers • Understand addition as putting together and adding to • Understand subtraction as taking apart and taking from • Work with numbers 11-19 to gain foundations of place value • Describe and compare measurable attributes • Classify objects and count the number of objects in each category • Identify and describe shapes • Analyze, compare, create and compose shapes
	1. Focus strongly where the Standards focus	
	2. Coherence: think across grades and link major topics within grades	
	3. Rigor: require conceptual understanding, procedural skill and fluency and application with intensity	

