

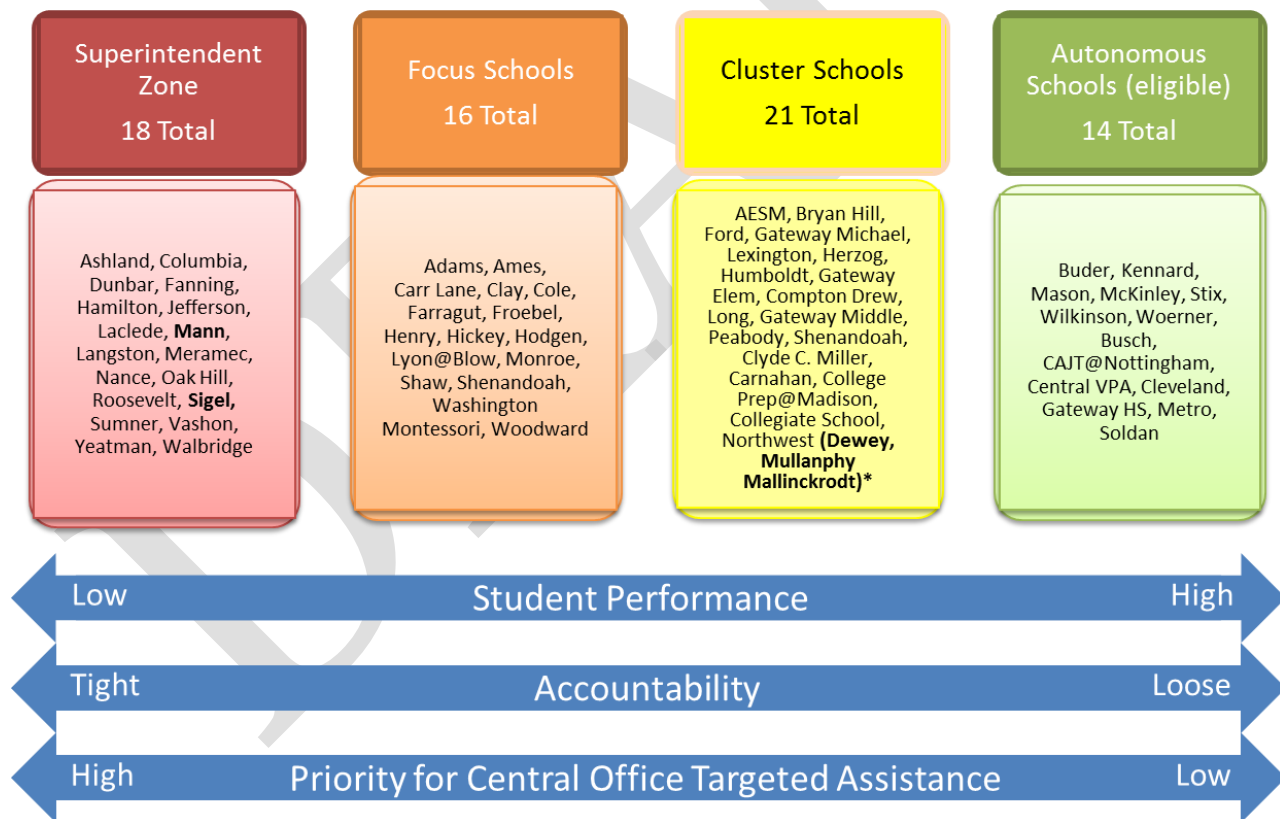


# St. Louis Public Schools Transformation Plan

## Section 8: Differentiated Implementation

The St. Louis Public Schools is home to many of the highest and lowest-performing schools in Missouri. Therefore implementation of the strategies and expectations outlined in the new *SLPS Transformation Plan* must be differentiated to account for the wide variation in school effectiveness. In 2013, SLPS created a new “tiered” system of organizing schools taking into account each schools’ level of student performance and the corresponding priority for accountability and support.

Overview of SLPS “Tiered” System of Support (2013-14)



Each school in SLPS is assigned to a “tier” based on multiple factors: Department of Elementary and Secondary Education (DESE) designations under the NCLB Flexibility waiver and School Improvement Grant regulations; historic academic performance; and the length of time a principal has been leading the school. Each school’s designation in a tier is re-assessed annually based on a range of criteria including student performance, leadership capacity, college and

career-ready measures, and other factors. Below is a summary of each cluster’s characteristics based on 2012-13 data.

### Overview of SLPS “Tier” Characteristics

Tier	Enrollment 2012-13		Attendance 2012-13	Suspensions (per 100)	Comm. Arts MAP MPI Scores		Math MAP MPI Scores	
	Pre-K	Total	ADA	2012-13	2011-12	2012-13	2011-12	2012-13
District	2,027	27,227	93.1	2.6	295.3	289.4	281.6	277.0
Autonomous Schools	419	6,023	94.5	0.1	368.6	343.3	359.7	353.2
Cluster Schools	453	6,612	93.8	0.6	304.5	290.4	296.8	278.1
Focus Schools	625	5,271	93.8	0	279.3	281.7	263.1	269.2
Superintendent's Zone Schools	470	6,579	93	1.9	253.1	246.8	238.8	227.6

While the *SLPS Transformation Plan* tools and resources will be made available to all St. Louis Public Schools, the expectations for implementing them with fidelity to the specific timeline will vary depending on a school’s accreditation status and track record of student achievement. The intensity of central office-directed support to educators (e.g., principal and teacher coaching, job-embedded professional development, etc.) and students (e.g., ‘wraparound’ supports to address students’ non-academic barriers to learning, high-dosage tutoring in core subjects, etc.) will be significantly higher for those schools on the lower end of the student performance distribution.

The following is an overview of how SLPS resources will be differentiated based on this tiered system of school support:

Tier	# of Schools	Priority for Support	Accountability for Implementing <i>SLPS Transformation Plan</i> Strategies	Examples of Support from Central Office
Superintendent's Zone Schools	18	Very High	<p><b>VERY HIGH:</b></p> <ul style="list-style-type: none"> <li>• <b>Clear</b> expectations for evidence of <i>SLPS Transformation Plan</i> goals/objectives;</li> <li>• <b>Tight</b> fidelity of implementing strategies; and</li> <li>• <b>Rapid</b> timeline for implementation</li> </ul>	Customized and intensive assistance including increased student supports, targeted professional development, high-dosage tutoring and extended time for teacher practice and planning
Focus Schools	16	High	<p><b>HIGH:</b></p> <ul style="list-style-type: none"> <li>• <b>Clear</b> expectations for evidence of <i>SLPS Transformation Plan</i> goals/objectives;</li> <li>• <b>Moderate</b> fidelity of implementing strategies; and</li> <li>• <b>Varied</b> timeline for implementation</li> </ul>	Priority for intensive central office support including principal coaching, focused job-embedded PD, and high-dosage tutoring

<b>Cluster Schools</b>	19	Medium	<p><b>MODERATE:</b></p> <ul style="list-style-type: none"> <li>• <b>Clear</b> expectations for evidence of <i>SLPS Transformation Plan</i> goals/objectives;</li> <li>• <b>Varied</b> fidelity of implementing strategies; and</li> <li>• <b>Varied</b> timeline for implementation</li> </ul>	Access to cluster office support through core Cluster Team and district-wide professional development
<b>Autonomous Schools</b>	14	Low	<p><b>VARIED:</b></p> <p>Based on each Autonomous School Plan</p>	Additional funds for school-directed professional development; Increased flexibility on district policies

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## Superintendent's Zone Implementation

- # of Schools: 18
- Overall Enrolment (2012-13): 6,579 Students
- Priority for Support: Very High

District / Schools	Pre-K Enrollment	K - 12 Enrollment	Total Enrollment	FRPL	Attendance	OSS per 100 Students	Comm. Arts MAP MPI	Math MAP MPI
	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13	2012-13
<b>District</b>	<b>2,027</b>	<b>25,200</b>	<b>27,227</b>	<b>88.5%</b>	<b>92.9</b>	<b>2.6</b>	<b>289.4</b>	<b>277.0</b>
<b>Zone *</b>	<b>470</b>	<b>5,770</b>	<b>6,240</b>	<b>96.9%</b>	<b>93.0</b>	<b>1.9</b>	<b>246.8</b>	<b>227.6</b>
Ashland	42	336	378	97.2%	91.8	2.1	235.1	218.8
Columbia CEC	36	198	234	96.5%	93.4	2.0	236.5	215.3
Dunbar	45	202	247	98.0%	93.0	0.5	245.1	225.3
Hamilton CEC	51	323	374	97.9%	92.8	0.0	233.1	225.4
Jefferson	59	217	276	97.2%	93.0	0.9	263.0	253.4
Laclede	50	212	262	98.6%	93.1	0.5	256.0	236.0
Mann	41	222	263	94.9%	95.1	1.8	284.4	285.7
Meramec	27	251	278	99.3%	94.3	0.0	241.7	243.3
Nance	23	361	384	97.5%	94.1	0.0	262.7	265.2
Oak Hill	29	362	391	97.4%	93.4	0.0	248.5	254.6
Sigel CEC	29	250	279	97.2%	94.2	0.4	237.5	246.9
Walbridge ECC-ACC	38	228	266	92.7%	94.1	2.2	232.0	268.0
Fanning		340	340	95.1%	91.9	12.6	242.7	222.6
Langston		304	304	94.7%	88.7	7.6	235.7	186.9
Yeatman-Liddell		391	391	94.5%	87.7	14.1	251.1	198.1
Roosevelt		497	906	84.7%	86.3	10.4	244.4	260.7
Sumner		576	576	88.4%	86.2	8.9	285.3	255.6
Vashon		500	900	86.8%	85.9	9.7	254.9	237.6

### Overview

In fall 2013, based on lessons learned locally and nationally in turning around low-performing schools, the St. Louis Public Schools began building a central office structure to ensure rapid and effective transformation of teaching and learning across the highest priority schools through the creation of a new “Superintendent’s Zone”. The central idea behind the *Superintendent’s Zone* structure is that the district alters the reporting structure of the schools so that principals have a direct line to the superintendent - intensifying both the accountability and assistance provided to these high-priority schools. In other districts where this model has been implemented effectively, the superintendent has committed to doing whatever it takes to turn around the performance of the schools and personally invests significant time to ensure their success. This “rapid responsiveness” from district departments and services is essential to removing any obstacles that stand in the way of turnaround while delivering focused targeted assistance where needed.

The Superintendent’s Zone is a lean district support system that builds school leader capacity in instructional leadership while giving them direct access to the superintendent. The superintendent’s extra attention to the needs of these schools ensures a “rapid response” process that can quickly remove obstacles and address implementation challenges. The new central office reporting structure provides targeted assistance and accountability through the following core functions:

- Intensive Instructional Coaching and Support – SLPS facilitates bi-weekly coaching sessions with the principals to develop concrete plans for improving school culture, data use, scheduling, and instruction. These coaching sessions focus on improving school leadership and building a community of practice among school leaders. SLPS supports principals to improve the quality of their instructional team by providing guidelines, tools, and implementation support for regular classroom observations, feedback, and targeted professional development. Principals will be required to work an additional two weeks to plan and hire their staff.
- Overseeing Key Programs – SLPS assists districts with the management of programs that cut across multiple Superintendent’s Zone schools including the new tutoring program and shared professional development offerings.
- Removing Obstacles – Superintendent Kelvin Adams meets regularly with each principal and identifies key district staff to expedite the removal of barriers to effective implementation from issues such as human resources to operations challenges.
- Ongoing Progress Monitoring – In exchange for the increased assistance and autonomy, each Superintendent’s Zone school is responsible for meeting specified implementation benchmarks and interim progress measures. These measures will be used as a basis for continuous improvement as well as accountability for results.

### **Superintendent’s Zone Implementation of the *SLPS Transformation Plan***

The *SLPS Transformation Plan* strategies, tools, and resources will be implemented in all Superintendents’ Zone schools. Lessons from other rapidly improving urban school districts have demonstrated that effective implementation of the *SLPS Transformation Plan* strategies, with a tightly focused district monitoring process, can dramatically and sustainably improve student performance across elementary and secondary schools. However, each school context is unique and the model must be customized in order to be implemented effectively. Schools with characteristics such as high mobility, high numbers of English-language learners, and high numbers of new teachers will all need to be focusing on the *SLPS Transformation Plan* strategies but those strategies will be implemented in very different ways. Similarly, schools who are far along in implementing data-driven instruction or high-dosage tutoring programs will receive different levels of support from the central office to ensure a process of continuous improvement. It is essential that this flexible approach to implementing the *SLPS Transformation Plan* be driven by the district if it is to be successful.

While each school has its own configuration of strengths and challenges, an analysis across the schools in the Superintendent Zone revealed common challenges that have informed the district’s plan for turning around performance across these schools. These *Common Superintendent’s Zone School Challenges* include the following:

- 1. Instructional quality is weak and inconsistent.** Instruction is not consistently student-centered, rigor is low, there is insufficient differentiation to effectively meet individual students’ needs, and there is a lack of proactive strategies to increase student engagement.
- 2. Students’ time in school is not being used to effectively intervene, remediate, and provide necessary academic support.** Students enter the school performing below grade level, which makes it difficult to catch up and the

- existing intervention model at the schools do not help students adequately fill in gaps right away before students advance through the grades.
3. **Data is not being used purposefully and systematically.** Data is not used effectively to plan for instruction or interventions, nor is it being used to motivate staff and students. Teachers and students do not feel ownership over their data.
  4. **School culture is not centered on high achievement and college and career readiness.** Students are not making connections between school, college, careers, and life goals and are not receiving appropriate academic interventions to strengthen their foundational skills, build grade-level content mastery, and prepare them for post-secondary success.

In addition to being held accountable to a high standard of implementation fidelity to the *SLPS Transformation Plan* strategies and objectives, Superintendent's Zone schools will receive additional supports in order to create the conditions for these strategies to improve teaching and learning rapidly:

- **Coordinated and Enhanced “Wraparound” Student Support Services:** Superintendent's Zone schools have the highest concentration of students with non-academic barriers to learning. In order to ensure that students are attending school more frequently and coming to class ready to learn so educators can focus on high-quality instruction, Superintendent's Zone schools may have increased allocations for additional support in counseling, social work, and nurse services. However, each new counselor, social worker, nurse, and/or family community specialist will be held accountable to clear and rigorous benchmarks of performance taking into account measurable increases in student attendance rates, behavioral outcomes (i.e., declines in discipline referrals and suspensions), student climate survey results, and parent feedback.
- **Intensive principal coaching on instructional leadership and effective implementation of the *SLPS Transformation Plan* Strategies:** SLPS will facilitate bi-weekly coaching sessions with the principals to develop concrete plans for meeting the objectives identified in the *SLPS Transformation Plan*. SLPS will support principals to improve the quality of their instructional team by providing guidelines and tools for regular classroom observations, feedback, and targeted professional development. Each Superintendent's Zone school is directly supported by either a senior central office administrator to build instructional capacity daily or a full-time instructional specialist providing ongoing coaching and feedback to teachers;
- **Extended Planning Time for Teacher Development and Planning:** In order to ensure that each educator in a Superintendent's Zone school is given sufficient time to improve the planning and delivery of rigorous and engaging instruction, SLPS will lengthen the work day for teachers. This additional time will be used for implementing individualized instructional coaching cycles, professional learning communities, data team planning, and lesson study. Teachers will be required to report one week prior to the start of the school year and will be required to work an additional hour from Monday-Thursday for a total of 240 additional professional development and planning hours.
- **High Dosage Aligned Tutoring:** Classroom instruction will be supplemented with individualized tutoring during the regular school day. Targeted students in grades 3-10 will receive daily small group tutoring (student-to-tutor ratios of no more than 4-to-1) by

highly-qualified staff in math or reading. In other grades, they will receive a “double dose” of the subject in which they are furthest behind.

Based on lessons learned locally and nationally, SLPS recognizes that this approach may not be sufficient to meet the needs of all Superintendent’s Zone schools. It is our hope that each of the eighteen schools meets their student performance goals. However, in order to prepare for the possibility that one or more Superintendent’s Zone schools is unable to make significant progress, SLPS has begun the process of recruiting, screening, selecting, and establishing partnerships with School Turnaround Operators to assume managerial control of a struggling school.

In March 2014, SLPS released a Request for Proposals (RFP) for prospective School Turnaround Operators to manage St. Louis schools beginning fall 2015. There are dozens of organizations assuming this role in locations across the country – but not all of them are successful in achieving rapid gains in student performance. This RFP process will use rigorous selection criteria in identifying prospective partner organizations that will place significant weight on a demonstrated track record of rapidly improved student performance in an urban school district. Organizations such as Unlocking Potential, Inc. in Boston, Mastery in Philadelphia, and Green Dot Schools in Los Angeles are proving that it is possible for a third party organization to assume management of a district school and rapidly turnaround performance while preserving the school as a neighborhood district school. As part of SLPS’s move toward a “Portfolio School District” model, this will be an important intervention tool to utilize if necessary. Significant community engagement will be included as part of the process to select any School Turnaround Operator should this strategy be pursued.

For a more comprehensive timeline and analysis of implementation, please see Appendix B for the *Superintendent’s Zone Implementation Work Plan*.

## Focus School Implementation

- # of Schools: 16
- Overall Enrolment (2012-13): 5,271 Students
- Priority for Support: High

District / Schools	Pre-K Enrollment	Total Enrollment	FRPL	Attendance	OSS per 100	Comm. Arts MAP MPI	Math MAP MPI
	2012-13	2012-13	2012-13	12-13 90/90	2012-13	2012-13	2012-13
<b>District</b>	<b>2,027</b>	<b>27,227</b>	<b>88.5%</b>	<b>92.9</b>	<b>2.6</b>	<b>289.4</b>	<b>277.0</b>
<b>Focus Schools</b>	<b>625</b>	<b>5,271</b>	<b>95.8%</b>	<b>93.8</b>	<b>0.0</b>	<b>281.7</b>	<b>269.2</b>
Adams	35	314	97.6%	94.3	0.0	253.7	274.0
Ames VPA	34	450	95.7%	94.5	0.0	276.0	283.3
Clay CEC	44	183	95.7%	93.3	0.0	308.3	293.8
Farragut	17	194	97.2%	93.5	0.0	292.2	304.4
Froebel	33	359	98.5%	93.6	0.0	301.8	303.6
Henry	67	282	96.3%	92.3	0.9	220.5	222.7
Hickey	39	226	96.5%	92.5	1.1	323.6	306.9
Hodgen	39	296	94.3%	94	0.0	282.8	285.5
Lyon ABI		352	94.0%	94.3	2.3	277.8	264.3
Monroe	77	388	96.8%	92.1	0.6	248.7	220.5
Pamoja Preparatory	48	347	93.0%	93.4	0.0	254.8	225.6
Shaw VPA-CEC	23	408	88.7%	95.9	0.0	325.2	314.3
Shenandoah	43	201	92.5%	93.4	0.6	343.3	340.0
Washington	97	418	93.0%	95.5	0.0	296.4	287.9
Woodward	29	294	97.3%	94.3	0.4	280.2	279.6
Carr Lane VPA		559	95.9%	94.4	3.2	296.1	254.2

### Overview

In 2012, the Missouri Department of Elementary and Secondary Education identified the 10% lowest-performing Title I schools in the state as “Focus schools”. This designation places increased state accountability on the planning and support SLPS is providing these schools.

Managed by associate superintendents, Focus schools are a higher priority for district support than the other Cluster schools.

### Focus Schools Implementation of the *SLPS Transformation Plan*

The *SLPS Transformation Plan* strategies, tools, and resources will be implemented in all Focus schools. Given that many of the Focus schools have some of the *SLPS Transformation Plan (SLPS Transformation Plan)* initiatives underway, Focus schools will be granted varying levels of flexibility on the implementation timeline of the Plan’s activities. The timeline and expectations for each Focus school’s implementation of *SLPS Transformation Plan* strategies will be outlined in their Comprehensive School Improvement Plan required by DESE.

As schools with high priority for district support, Focus schools will receive the following assistance to supplement the existing cluster support currently being delivered:

- **Intensive principal coaching on instructional leadership and effective implementation of the *SLPS Transformation Plan* Strategies:** SLPS will facilitate bi-



weekly coaching sessions with Focus school principals to support implementation of plans for meeting the objectives identified in the *SLPS Transformation Plan*. In addition to their participation in MO LEAD, SLPS will support principals to improve the quality of their instructional team by providing guidelines, tools, and coaching for regular classroom observations, growth-producing feedback, and targeted professional development.

- **High Dosage Aligned Tutoring:** In selected Focus schools, classroom instruction will be supplemented with individualized tutoring during the regular school day. Targeted students in grades 3-10 will receive daily small group tutoring (student-to-tutor ratios of no more than 4-to-1) by highly-qualified staff in math or reading. In other grades, they will receive a “double dose” of the subject in which they are furthest behind.

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## Cluster Schools Implementation

- # of Schools: 21
- Overall Enrolment (2012-13): 6,612 Students
- Priority for Support: Moderate

District / Schools	Pre-K Enrollment	Total Enrollment	FRPL	Attendance	OSS per 100	Comm Arts MAP MPI	Math MAP MPI
	2012-13	2012-13	2012-13	12-13 90/90	2012-13	2012-13	2012-13
<b>District</b>	<b>2,027</b>	<b>27,227</b>	<b>88.5%</b>	<b>92.9</b>	<b>2.6</b>	<b>289.4</b>	<b>277.0</b>
<b>Cluster School</b>	<b>453</b>	<b>6,612</b>	<b>92.3%</b>	<b>93.8</b>	<b>0.6</b>	<b>290.4</b>	<b>278.1</b>
Academy of Environmental		786	97.0%	91.0	0.6	243.4	246.8
Bryan Hill	43	230	97.2%	94.4	0.0	292.4	298.5
Dewey International Studies	58	476	86.8%	95.4	0.5	324.6	338.9
Ford CEC	33	240	99.6%	94.0	3.4	247.6	251.2
Gateway Elementary	42	587	93.1%	94.8	0.0	315.9	333.6
Gateway Michael	16	66	90.4%	90.1	0.0	427.6	431.0
Herzog CEC	34	406	96.6%	92.6	0.5	236.5	220.7
Humboldt School of Higher		280	83.9%	94.7	0.0	295.9	277.6
Lexington	55	311	97.8%	93.5	0.4	339.6	302.2
Mallinckrodt ABI	38	291	56.6%	96.3	0.0	346.0	324.8
Mullanphy Botanical Gardens	67	485	88.2%	95.5	0.0	304.7	290.2
Peabody	67	360	98.0%	93.2	0.3	236.4	223.6
Academy of Environmental		409	95.9%	92.2	2.0	259.8	229.2
Compton-Drew ILC		535	82.4%	95	2.2	317.0	299.2
Gateway Middle		569	91.4%	94.4	3.5	299.6	296.2
Long		258	91.2%	91.4	9.3	263.0	248.6
Clyde C Miller Career Academy		788	85.3%	93.3	1.9	311.2	288.4
Carnahan School of the Future		344	83.8%	93.8	3.2	366.9	400.0
College Preparatory Academy *		437	93.8%	87.3	2.1	205.6	157.4
Collegiate School of Medicine & Bioscience **							
Transportation & Law		269	96.1%	93.8	6.7	295.9	300.0

## Overview

Cluster schools not designated as a Focus school, will continue to receive school improvement support from their Cluster Team to assist in achieving their *SLPS Transformation Plan* goals and objectives. Each Cluster Team consists of an associate superintendent and curriculum specialists in math, communication arts, science, art/music, and/or social studies.

## Cluster Schools Implementation of the *SLPS Transformation Plan*

The *SLPS Transformation Plan* goals and objectives will be accomplished in each of the Cluster schools. Given that many of the Cluster schools have some of the *SLPS Transformation Plan (SLPS Transformation Plan)* initiatives underway, these schools will be granted varying levels of flexibility on the strategies used and implementation timeline of the Plan's activities. The selected strategies, timeline and expectations for each Cluster school's implementation of *SLPS Transformation Plan* strategies will be outlined in their Comprehensive School Improvement Plan required by DESE.

## Autonomous Schools Implementation

- # of Schools: 14
- Overall Enrolment (2012-13): 6,023 Students
- Priority for Support: Low

District / Schools	Pre-K Enrollment	Total Enrollment	FRPL	Attendance	OSS per 100 students	Comm. Arts MAP MPI	Math MAP MPI
	2012-13	2012-13	2012-13	12-13 90/90	2012-13	2012-13	2012-13
<b>District</b>	<b>2,027</b>	<b>27,227</b>	<b>88.5%</b>	<b>92.9</b>	<b>2.6</b>	<b>289.4</b>	<b>277.0</b>
<b>Autonomous Schools</b>	<b>419</b>	<b>6,023</b>	<b>82.5%</b>	<b>94.55</b>	<b>0.1</b>	<b>343.3</b>	<b>353.2</b>
Buder	54	403	86.2%	94.5	0.0	298.4	352.0
Kennard CJA	21	365	27.1%	96.8	0.0	463.4	436.6
Mason	69	456	83.0%	94.2	0.0	339.6	329.3
Stix ECC I	176	526	80.6%	94.4	0.0		
Wilkinson ECC I	78	277	68.2%	94.7	0.0		
Woerner	21	387	84.2%	95.3	0.0	284.8	305.0
Busch AAA		353	83.5%	94.4	2.8	330.7	313.1
Central VPA		388	79.1%	94.6	3.6	332.7	301.0
Cleveland NJROTC		279	85.3%	95.4	3.6	306.8	335.6
Community Access Job Training		132	84.4%	93.4	0.0	425.0	472.2
Gateway STEM		1177	81.9%	93.3	3.0	294.8	346.7
McKinley Classical Leadership		411	47.6%	96	0.2	428.9	420.5
Metro		316	41.6%	96.7	0.3	436.6	371.2
Soldan International Studies		553	88.3%	94.4	0.9	299.0	303.5

## Overview

In fall 2013, St. Louis Public Schools launched the Autonomous Schools process based on the core belief that, in higher performing schools, school-based professionals and parents are best positioned to assess and address the varying needs and challenges facing their students. The Autonomous Schools process provides school-level decision-making authority in exchange for increased accountability. Schools that are eligible to apply to become an Autonomous School must be listed as provisionally or fully accredited under MSIP 5 and the principal must have a minimum of 3 years of experience as an SLPS principal. Autonomous School leaders and their stakeholders develop a plan outlining clear goals and objectives around student performance while requesting flexibility in one or more of the following areas: staffing; curriculum/programs; professional development; school and bell schedules, and financial resources.

## Autonomous Schools Implementation of the *SLPS Transformation Plan*

Autonomous Schools will be able to select which *SLPS Transformation Plan* strategies and resources to access as part of their Autonomous School Plans. See Appendix C for the *2014-15 Autonomous Schools Application* for more information about Autonomous School models and flexibilities.

## Section 9: Overview of *SLPS Transformation Plan* Professional Development Plan

In order for the *SLPS Transformation Plan* to successfully transform the quality of teaching and learning across the district, a significant investment must be made to build the capacity of teachers and leaders. Currently, the district spends \$1 million - \$2 million annually on professional development activities for teachers. Services funded include individual consultants, instructional technology tools, and school improvement organizations providing a wide range of trainings, tools, and supports.

Implementing a professional development plan that can build capacity across SLPS schools consistent with the *SLPS Transformation Plan* will require three major priorities to re-focus how professional development is delivered:

- 1) **Strong Emphasis on building the capacity of School Instructional Leadership Teams (SILTs) at each school:** currently, professional development is delivered to principals, assistant principals, and academic instructional coaches separately and not as teams. Agendas, tools, and expectations are not completely aligned across how these individual school leaders are supported. Additionally, professional development to school leaders represents a very small percentage of overall expenditures for PD across the district. The *SLPS Transformation Plan* places SILT capacity-building at the center of the theory of change. Significant professional development must be directed toward the school instructional leadership team as a whole.
- 2) **Increased Focus on job-embedded professional development at the school site:** currently, most teachers experience district professional development in one of two ways – either during Professional Development days where teachers across the district spread across a small number of schools and experience professional development in large groups; or through voluntary paid after-school or weekend professional development sessions on topics of high importance for the district. In both cases, teachers are not experiencing the professional development in their school, with their students, practicing what they are learning in their real-world context. Most of the new practices called for in the *SLPS Transformation Plan* require immediate feedback loops between teachers and instructional leaders that must be modeled, refined, and supported by coaching. In selected schools, Cluster teams are currently able to provide this kind of support; however, they only have the bandwidth to target specific grade-levels in specific schools. Significant professional development must be given at the school site during the school day.
- 3) **Tight alignment of professional development offerings that build on effective models already in place in the district:** the *SLPS Transformation Plan* is intended to elevate the quality of instructional practice by direct support to teachers as well as capacity-building support for school instructional leadership teams. Rather than replace well-established district models and processes that are research-based and in the process of being implemented (e.g., Guided Reading, SLPS Literacy Framework, Focused Instructional Learning Walks, etc.), professional development will seek to reinforce the training of these models, but within a new framework to ensure consistency and rigor. However, given the narrowed focus in the *SLPS Transformation Plan*, the majority of professional development will be tightly focused around the *Plan Objectives*. While this would not preclude direct teacher professional development on content-specific topics

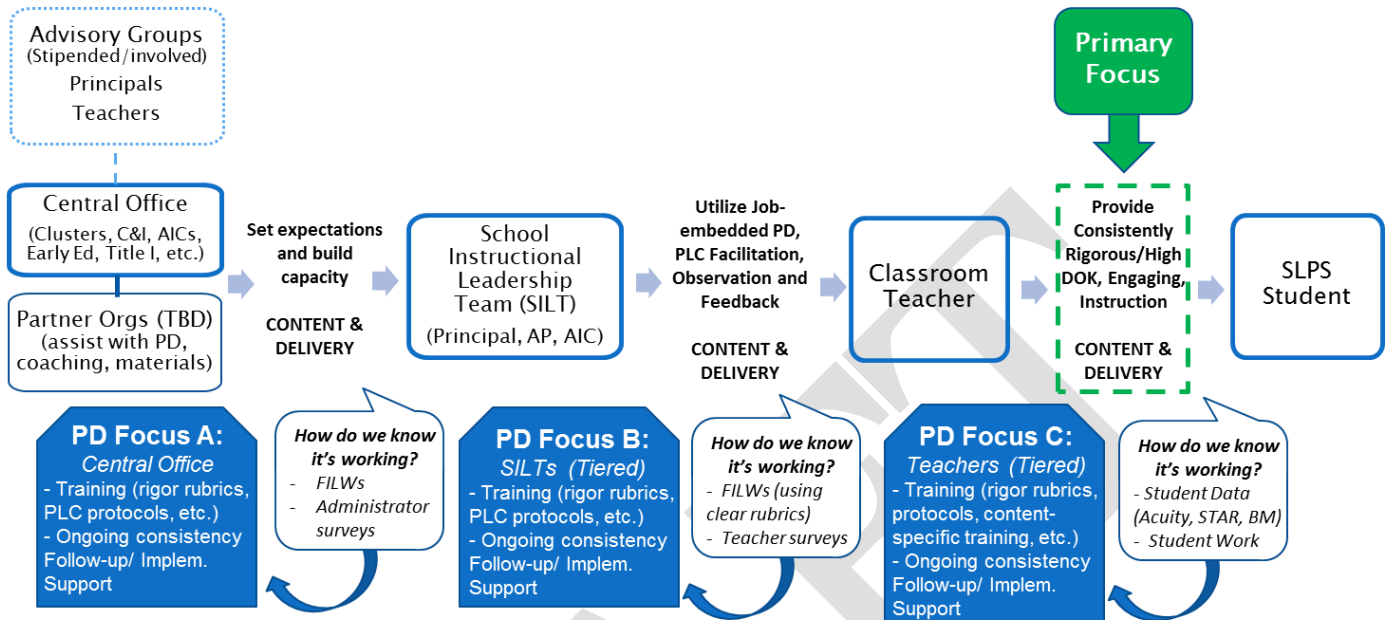
and approaches such as Guided Reading, a process would be in place to ensure that the new focus on rigor, engagement, and data-driven instruction are incorporated into the trainings. The impact on the district's professional development plan will likely mean that the number of vendors providing professional development will be reduced and that those providing high-quality content-specific services will be networked to ensure alignment of language and approach across professional development offerings consistent with *SLPS Transformation Plan* objectives.

Consistent with these priorities, it will be important for professional development to focus not just on classroom instruction and teacher-capacity but the capacity of school instructional leadership teams and central office staff to create the conditions for the *SLPS Transformation Plan* Objectives to be sustainably and consistently implemented. Therefore, there will be three foci for professional development in the new professional development plan:

- Professional Development Focus A: Central Office – a common definition, approach, and process must be implemented across the clusters to ensure that a concept such as “rigorous instruction” is not subjective. Tools, protocols, and expectations must be consistent across the district if the *SLPS Transformation Plan* is going to elevate achievement district-wide. PD Focus A will be the lowest in cost, but critically important to ensure consistency and quality.
- Professional Development Focus B: School Instructional Leadership Teams (SILTs) – for all the reasons stated in the *SLPS Transformation Plan* as well as #1 above in this section, building the capacity of School Instructional Leadership Teams to learn how to provide meaningful and rigorous job-embedded professional development, facilitate professional learning communities and data teams purposefully and consistently, and providing high-quality growth-producing feedback to teachers as part of their observation cycles is the linchpin of this *SLPS Transformation Plan*. A significant investment in training and job-embedded coaching/modeling will be made through the district's professional development plan.
- Professional Development Focus C: Classroom Teachers – in order to build teacher capacity to deliver consistently data-driven rigorous and engaging instruction aligned to Common Core state standards, professional development must be targeted to reach them both inside and outside of the classroom. Structured and differentiated trainings will be offered during professional development days consistent with the priorities above and follow-up implementation support will be conducted in their buildings on an ongoing basis to ensure consistency.

See below for an overview of how the professional development pieces fit together.

## Overview of Draft Professional Development Plan



Over the next 60 days, the major focus of principal and teacher feedback on the *SLPS Transformation Plan* will be on the development of this new professional development plan.

## **Section 10: Budget Implications for the *SLPS Transformation Plan***

The St. Louis Public Schools *SLPS Transformation Plan* is intended to re-focus and realign central office staffing, support, accountability and approach to managing the school system. Therefore, overall the plan is intended to re-allocate existing resources and be budget-neutral going forward. However, given the significant needs of our most struggling students in the Superintendent's Zone schools, additional funds are being identified to ensure that conditions are in place for those schools to improve at a faster rate than the others and narrow achievement gaps.

### **ALIGNING EXISTING DISTRICT RESOURCES**

A combined effort of re-focusing the efforts of current central office staff and re-allocating district professional development funds will be sufficient to implement the *SLPS Transformation Plan* in 3 of the 4 clusters and build the capacity of our staff district-wide.

The following is a summary of the district-level expenses for the *SLPS Transformation Plan* implementation process:

#### Central Office Staff

Since 2012, staff from the Office of Academic Services and the Curriculum and Instruction Division have worked as cluster teams to provide job-embedded instructional coaching, support and accountability. This structure will be leveraged to implement the *SLPS Transformation Plan* objectives. The cluster teams use data to target their intervention efforts which include instructional coaching, support in data-driven instruction, and content and grade-specific professional development. Cluster team work is structured through regular Focused Instructional Learning Walks and quarterly performance reviews at each school.

This existing process will be enhanced by the professional development described in Section 9 of this plan. In most cases, no additional staff will be needed to implement the *SLPS Transformation Plan*

#### Professional Development

In 2013-14, SLPS had a professional development budget of approximately \$1.5 million between Title I (\$965,057) and GOB (\$500,112). The below budget assumes level-funding for professional development being reallocated to support *SLPS Transformation Plan* implementation.

Historically, approximately 65% of the district's professional development budget has been used to support a range of external professional development providers. This overall percentage of the district's professional development budget will likely remain the same, however with a renewed emphasis on instructional leadership team capacity building, consistent with the priorities outlined in Section 9 of this plan.

- Professional Development for School Instructional Leadership Team Capacity Building

- Professional Development Providers/External Partner Contracts: \$338,000
- Extra Service Pay/Benefits for SILT staff (e.g., AICs): \$45,000
- Professional Development for Teachers/Support Staff
  - Professional Development Providers/External Partner Contracts: \$638,000
  - Extra Service Pay/Benefits for teachers: \$240,000
- Other Expenses associated with Professional Development planning
  - Support staff: \$67,500
  - Equipment, supplies, travel, conferences, memberships, meeting expenses, etc.: \$90,000

Total Estimated FY15 Professional Development Costs: \$1,418,000

Total above FY14 allocation: \$0

### EXTRA SUPPORT FOR SUPERINTENDENT’S ZONE INTERVENTIONS

The professional development offerings outlined in the previous section are essential but not sufficient to intervene successfully in the Superintendent’s Zone schools. MSIP 5 is calling on Superintendent’s Zone schools to improve academic performance at a more rapid rate than other schools. When taking into account the low-quality of classroom instruction, the wide variation in leadership capacity, the very low existing levels of student performance (40% of the Superintendent’s Zone students are reading at 2 or more grade-levels below the standard), and the acute non-academic needs of the student population, the *SLPS Transformation Plan* calls for extra support to intervene in these schools successfully.

The following is an overview of the interventions and their associated costs for the 2014-15 school year:

“AT RISK” PROGRAMS	OVERALL COST	COST BREAKDOWN	PURPOSE
Longer School Day	\$1,300,000	Approximately \$4,000 per teacher for 125 extra service hours	Extended day to allow 1 additional hour of planning/professional development 4 days/week
Additional Student Support Services	\$1,200,000	Approximately 20 positions at \$60,000 to provide full coverage in each school	Provide Full-time Social Workers, Counselors and Nurses services in every school to increase targeted services to students (or other support positions based on school needs)
Additional Reading and Mathematics Teachers	\$600,000	Approximately 10 teachers at \$60,000 to target students in a small group setting	Provide reading and mathematics teachers to work with targeted students in a small group
Additional Parent Liaisons	\$300,000*	Approximately 10 parent liaisons to provide a fulltime position per school	Provide Full time parent liaisons to work in collaboration with support staff to increase parent participation and communication
Tutors	\$3,000,000*	4:1 Full-time in-school tutors for BB students	Continuation of mathematics and reading tutors
<b>TOTAL</b>	<b>\$6,400,000.00</b>		



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