

## St. Louis Public Schools District Improvement Plan Overview



<b>GOALS</b>			
<b>Objective 1: Rigorous Standards</b>	<b>1.1 – Implement Common Reading and Math Block Frameworks for K-12 aligned to Common Core</b> <ul style="list-style-type: none"> <li>➤ Finalize and codify the K-12 approach to reading and math instruction, including the reading/math block instructional framework</li> <li>➤ Finalize ELA and math curriculum, pacing maps, lesson plans and standardized list of best practice materials</li> <li>➤ Provide focused PD and coaching for K-12 teachers on delivering engaging, and rigorous math and ELA instruction</li> <li>➤ Identify PD needs and provide job-embedded coaching for implementation of the math and reading block</li> <li>➤ Accountability for teachers and leaders to deliver</li> </ul>	Design: May – Dec 2014  Implement: Jan - ongoing	By May 2015, all schools will reduce by at least 20% the # of students who are performing at the below basic and basic levels across all tested grades on the ELA, Mathematics, and science MAP/EOC assessments.
	<b>1.2 – Strengthen Supports for Struggling Students in Middle and High School</b> <ul style="list-style-type: none"> <li>➤ Establish a system and protocol for identifying students at risk of dropping out in grades 6-10</li> <li>➤ Strategically assign and schedule students identified at-risk to appropriate intervention and remediation programs</li> <li>➤ Accountability for teachers and leaders to implement</li> </ul>	Fall Implementation	By August 2015, the district will ensure that 80% of 9 <sup>th</sup> graders are on-track and returning to the district as 10 <sup>th</sup> graders
<b>Objective 2: Use of Data</b>	<b>2.1 – Establish a System to Make Data-Driven Decisions to Improve Student Outcomes</b> <ul style="list-style-type: none"> <li>➤ Define the purpose, roles, and responsibilities for data teams at the district, school, and grade-level/content levels</li> <li>➤ Strengthen central office oversight and support to ensure that data team decisions are followed into the classroom</li> <li>➤ Refine and finalize data cycles at district, school, and classroom level</li> <li>➤ Create system for user-friendly reports</li> </ul>	May – August 2014	By March 2015, 70% of district data teams and school instructional leadership teams will make data-driven decisions to provide differentiated instruction and additional interventions to struggling students as evidenced by a representative sampling of data team observations, completed data team plan summaries, and minutes; and implemented and monitored for impact in the classroom.
	<b>2.2 – Ensure that Data Team Decisions are Implemented and Monitored for Impact in the Classroom</b> <ul style="list-style-type: none"> <li>➤ Determine structure, roles, responsibilities, and schedules for building-level data teams</li> <li>➤ Ensure that new protocol, agenda, and minutes template are used at schools</li> <li>➤ Build capacity of teachers to use assessment data to improve instruction</li> <li>➤ Leverage AICs/other building-level data experts</li> <li>➤ Ensure that data team decisions are carried out in classrooms</li> </ul>	Sept – ongoing 2014	
<b>Objective 3: Effective Instruction</b>	<b>3.2 – Build Capacity of Instructional Leaders to Identify Effective Instruction and provide Consistent and Constructive Feedback for Rigor and Engagement</b> <ul style="list-style-type: none"> <li>➤ Establish expectations of principals for observing teachers and providing feedback</li> <li>➤ Create tiered system of differentiated PD for evaluators in observations and feedback based on ability</li> <li>➤ Based on “tier”, provide job-embedded coaching for “rigor” standard</li> <li>➤ Develop a common definition of “growth producing feedback”</li> <li>➤ Monitor principal progress</li> </ul>	April – ongoing 2014	By March 2015, 90% of principals and APs will demonstrate proficiency in identifying effective instruction with a focus on rigor and engagement as measured by the quality of observations and feedback; 80% will provide growth-producing feedback
<b>Objective 4: Family Engagement</b>	<b>4.1 – Ensure that all Families are Welcomed Members of School Community and are Communicated with Effectively</b> <ul style="list-style-type: none"> <li>➤ Develop a district-wide family engagement policy that clarifies “welcome environment” PD and monitoring for administrators, teachers, and other staff to implement policy</li> </ul>	Design: May – August 2014	By May 2015, 90% of schools will provide evidence as to how they have addressed the indicators of ensuring a welcoming school/classroom; over 70% of families responding to a survey will rate their school and students’ classrooms as a welcoming environment
	<b>4.2 – Establish Process for Authentic 2-Way Dialog with Families about SLPS Vision</b> <ul style="list-style-type: none"> <li>➤ Create family engagement plan for shared vision of a “Partnership for Learning”</li> <li>➤ Create, administer, and analyze school culture survey</li> </ul>	Implement: August 2014	
<b>Objective 5: Early Childhood</b>	<b>5.1 Ensure that all SLPS preschool children are prepared to enter Kindergarten</b> <ul style="list-style-type: none"> <li>➤ Develop an aligned curriculum specific to the MO Early Learning standards to the Common Core Standards for Kindergarten ELA and Math</li> <li>➤ Streamline assessments to implement one comprehensive assessment that assesses Kindergarten readiness</li> <li>➤ Job-embedded professional development and coaching for all PreK teachers to deliver high quality teaching and learning</li> </ul>	Design: August 2013- June 2014 Implement: August 2014	By EOY 2015, 100% of PreK students will be ready for Kindergarten as measured by the Desired Results Developmental Profile comprehensive assessment