



2021-2022 CONSOLIDATION UPDATE

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STUDENT RECRUITMENT



STUDENT NUMBERS	CALLS MADE (Contact)	LEFT MESSAGES	COMMITMENT MADE	UNDECIDED
1,060	62%	38%	40%	22%

INCREASED SCHOOL BUDGETS



SCHOOL	ENROLLMENT	FY21 BUDGET ALLOCATION	FY22 BUDGET ALLOCATION
<u>Clyde Miller Career Academy</u>	485	\$72,750.00	\$83,905.00
<u>Roosevelt</u>	344	\$51,600.00	\$59,512.00
<u>Soldan IS</u>	489	\$73,350.00	\$84,597.00
<u>Vashon</u>	446	\$66,900.00	\$77,158.00
<u>Yeatman/Liddell Preparatory</u>	293	\$36,625.00	\$42,192.00
<u>Busch School of Character and Athletics</u>	409	\$51,125.00	\$58,896.00
<u>Carr Lane VPA</u>	500	\$62,500.00	\$72,000.00
<u>Gateway Math & Science Preparatory</u>	546	\$68,250.00	\$78,624.00
<u>Compton Drew ILC</u>	523	\$65,375.00	\$75,312.00
<u>Adams</u>	221	\$26,750.00	\$31,824.00
<u>Bryan Hill</u>	167	\$19,950.00	\$24,048.00
<u>Bertha Gilkey Pamoja @ Cole</u>	304	\$36,775.00	\$43,776.00
<u>Stix ECC</u>	509	\$59,125.00	\$73,296.00
<u>Walbridge</u>	181	\$21,875.00	\$26,064.00
<u>Woerner</u>	404	\$49,525.00	\$58,176.00
<u>Washington Montessori</u>	329	\$38,925.00	\$47,376.00
<u>Woodward</u>	233	\$28,375.00	\$33,552.00

SUPPORT SERVICES



	2020-2021	2021-2022	Difference
Nurses	65 <input type="checkbox"/> 50 SLPS <input type="checkbox"/> 12 Agency <input type="checkbox"/> 3 BJC	64	-1
Counselors (Elem. and Middle)	53	53	0
Counselors (High)	26.5	24.5	-2
Social Workers	40	40	0
Security	140	155	+15
Family Community Specialist	52	54	+2
Custodians	183	237	+54

CORE ELECTIVE COURSES



SCHOOL	ELECTIVES	ELECTIVES
	2020 - 2021	2021 - 2022
Carnahan	23	23
Cleveland	16	0
Northwest	20	0
Sumner*	19	19
Central	16	22
Clyde Miller	17	24
Collegiate	4	4
Gateway	15	21
McKinley	20	24
Metro	16	16
Roosevelt	22	26
Soldan	24	27
Vashon	24	33
Grand Total	236	239

ADVANCED PLACEMENT COURSES



SCHOOL	AP, HONORS, AND DUAL ENROLLMENT	AP, HONORS, AND DUAL ENROLLMENT
	2020 - 2021	2021 - 2022
Carnahan	8	8
Cleveland	2	0
Northwest	4	0
Sumner*	2	2
Central	7	11
Clyde Miller	9	11
Collegiate	14	14
Gateway	11	11
McKinley	11	13
Metro	17	17
Roosevelt	9	11
Soldan	12	12
Vashon	3	10
Grand Total	109	120

CAREER TECH EDUCATION COURSES



SCHOOL	ELECTIVES	ELECTIVES
	2020 - 2021	2021 - 2022
Carnahan	17	17
Cleveland	4	0
Northwest	9	0
Sumner*	8	8
Central	2	8
Clyde Miller	32	32
Collegiate	6	6
Gateway	23	30
McKinley	5	5
Metro	4	4
Roosevelt	18	18
Soldan	11	11
Vashon	8	16
Grand Total	147	155

READING TEACHERS



Primary Focus	<ul style="list-style-type: none"> <input type="checkbox"/> School wide: Plan and lead school-wide testing three times a year to determine student tiers <input type="checkbox"/> Classroom and Intervention: Model literacy lessons for classroom teachers; provide targeted literacy support to students in Grades 2-6 <input type="checkbox"/> Tiered Interventions: Lead creation and process for tiered interventions
Support	<ul style="list-style-type: none"> <input type="checkbox"/> Provide support to classroom teachers through data team meetings by providing resources for struggling readers; model small-group reading lessons; support students in Tiers 2 and 3
Tiered Interventions/ Data teams	<ul style="list-style-type: none"> <input type="checkbox"/> Determine reading tiers and track student progress within the tiers; maintain school reader tracker
Evidence of Impact (Monthly)	<ul style="list-style-type: none"> <input type="checkbox"/> Students in small intervention groups are meeting monthly reading goals
Evidence of Impact (Yearly)	<ul style="list-style-type: none"> <input type="checkbox"/> Students in intervention meet yearly reading goals <input type="checkbox"/> After year 1, all schools have a system of tiered interventions and aligned process that they follow for students who are behind in reading

LITERACY PD PLAN



- ❑ SLPS will launch a one year “Literacy Course” that will cover the following components of literacy:
 - ❑ Module 1: Literacy and the brain: Cognitive development, language acquisition and development
 - ❑ Module 2: The Effective Components of Literacy Instruction
 - ❑ Module 3: Literacy Instruction in Tier 1
 - ❑ Module 4: Content Area Literacy Instruction
- ❑ Reading Teachers and AICs:
 - ❑ Specialized professional development on the following topics:
 - ❑ Using reading assessment data to support student growth and providing targeted and effective intervention to students

LITERACY SUPPORT (DURING THE DAY)



All schools will be responsible for creating intervention/enrichment time throughout their school day.

Component	Description	Who Receives This Support
High-quality Tier One instruction	<input type="checkbox"/> All students receive high-quality Tier One instruction and scaffolding to ensure access to grade level reading instruction	All students
Intervention scheduled throughout the day	<input type="checkbox"/> Create intervention time throughout the day <input type="checkbox"/> Students receive intervention (push in or pull-out)	Students in Tier 2 and 3
Intervention Block	<input type="checkbox"/> Create a block in the schedule for intervention	Students in Tier 2 and 3

LITERACY SUPPORT (BEFORE/AFTER)



Reading Teachers will provide additional support before and after school to students on a 1:1 basis.

Description	Who Receives This Support
<ul style="list-style-type: none"><input type="checkbox"/> Offer 1:1 support to students<input type="checkbox"/> All reading teachers will use evidence-based programming.<input type="checkbox"/> Students will receive this support 3-5 days a week in person or virtually.	Tier 3 students (This is in addition to the support students are receiving in school during)



LITERACY SUPPORTS- IRPS

- All schools will have a tiered, systematic intervention program.
- Each student will have an Individualized Reading Plan that monitors his/her progress over time.
- The Individualized Reading Plan will allow teachers and leaders to track student interventions over multiple years and different schools to ensure continuity and continuous student improvement.

LITERACY AND THE COMMUNITY



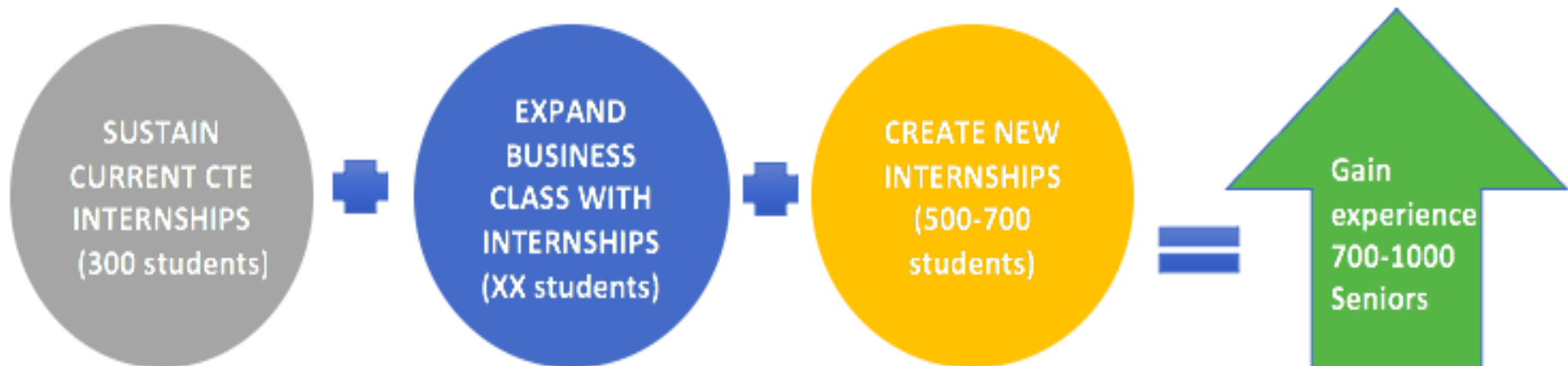
- SLPS will partner with the community to share updates in reading through a “Quarterly SLPS Literacy Series” that will highlight the following:
 - Each series is led by the Academic Office and focuses on a different topic in literacy with an expert guest presenter
 - Update on SLPS’s Reading Data
 - Students, Teachers, Schools that demonstrate excellence in reading
 - Each series will end with a specific “Community Commitment”



SENIOR WORK EXPERIENCE

ANTICIPATED OUTCOMES

- ❑ The program is designed to better prepare students for the workforce
- ❑ Students demonstrate capacity to keep a job
- ❑ Students will gain valuable career exposure
- ❑ Students will maintain paid employment beyond the internship



SENIOR WORK EXPERIENCE



Potential Student Eligibility

Between 700-1,000 students in SLPS high schools will be eligible for this program, they include:

- ❑ Students in CTE pathways with internships.
- ❑ Students in the Supervised Business Employment class. This class is not offered at all High Schools.
- ❑ Senior students who are on track with credits for graduation and are interested in taking part in a work experience program.
- ❑ Seniors must have an interest in this opportunity

SENIOR WORK EXPERIENCE



SENIOR WORK EXPERIENCE TIMELINE

January 2021	Determine credit eligible students Put out RFP for Partner in the work
Spring 2021	Hire Interim Coordinator of Work Experience Survey present Juniors in applicable schools Set up Work Experience sites
Summer 2021	Student contracts Plan and prepare for January training program Connect with CTE instructors and coordinate efforts
Fall 2021	Make sure Seniors have Work Experience in their schedules Interview participates and establish placements Determine transportation plans for each student Communicate with all sites
January 2022	Senior Work Experience Soft Skills Training and Paperwork Completed
Feb-April 2022	SENIOR WORK EXPERIENCE Monitor experiences through interviews with students and providers
April-May 2022	Program Evaluation



VIRTUAL K-8 PROGRAM

Core Purpose

The Innovative Virtual School of the Future would serve as a virtual choice school for students in grades KG – 8th in St. Louis City. Students would be enrolled full time and participate virtually in all core programming and DESE required instructional minutes. The program would reflect the virtual instructional model from the 2020-2021 school year.

Physical Location

The Innovative Virtual School of the Future would have a physical headquarters that would be housed in an already existing/operating school building. The building would be utilized as a physical location for all staff to report and could additionally serve as a multipurpose center for facilitating staff professional development.

Three Key Functions

The Innovative Virtual School of the Future would serve three key functions:

1. Innovative Virtual School of the Future and provide a full-time virtual school option for KG – 8th students
2. Equity and Access to Innovative/Advanced High School Course Content 9th – 12th Grade and provide equitable access to highly specialized and advanced level courses for all high school students and virtual course options for 9th – 12th grade students enrolled 100% virtually
3. Equity, Literacy & Technology Initiative – leverage internal teacher leadership talent to develop and facilitate Equity Literacy and Technology (ELT) courses for KG – 8th grade in-person students throughout the entire District



VIRTUAL K-8 PROGRAM

Key Components	Staffing Implications	Student Audience
<ul style="list-style-type: none"> <input type="checkbox"/> Virtual school for grades KG-8 <input type="checkbox"/> Aligned to 2020 SLPS Virtual School framework <input type="checkbox"/> Daily, live synchronous teaching and student support services <input type="checkbox"/> Certified teachers for KG – 8th grade in all core subject areas <input type="checkbox"/> A-la carte elective choices <input type="checkbox"/> Choice school for any family selecting “virtual” as their enrollment option for 2021-2022 school year and beyond <input type="checkbox"/> Reimagined innovative course design 	<p>Asst. Princ/Aspiring leader = 1 Instr. Tech. Teacher Leader = 1 Counselor = 1 Secretary = 1 KG Teacher = 1 1st Teacher = 1 2nd Teacher = 1 3rd Teacher = 1 4th Teacher = 1 Departmentalize 5th – 8th = 4 (middle certification - ELA, Math, Science, Social Studies) Special Education = 1 Related Arts/Electives = 3 Teacher Assistants = 2 ELTS Electives (see below) Total Staff Approx.: 18 – 20</p>	<p>KG -8th grade students residing in St. Louis city</p> <p>Target enrollment for 2021-2022 school year: 25 - 30 students per grade level</p> <p>Total target enrollment: 300+</p>



VIRTUAL K-8 PROGRAM

Course Title	Description	Core Subjects	Logistical Info
Identity, Social Justice and Activism	<p>In this course students will explore their own identities and participate in literature studies, research, discussion, and projects around equity, identity and inclusion.</p> <p>Resources: Teaching Tolerance a Look at Diversity and Social Justice through Children’s Literature</p> <p>Lowell School: Identity, Social Justice and Activism</p>	<p>ELA Social Studies</p> <p>120 minutes per day</p>	<p>Synchronous Lesson Options: Mon-Fri: 9:00 – 10:00 Mon-Fri: 2:00 – 3:00</p> <p>Asynchronous: Approx. 45-60 minutes per day</p> <p>Teacher: Mr. P.</p>
Literacy and Storytelling with Scratch	<p>In this course students will read, write, and code using award winning children’s literature. Students will ask and answer questions about texts, recreate their favorite stories using the Scratch coding program, and design their own digital stories through code.</p> <p>Resources: Scratch & Scratch Jr. Common Sense Education: How to Use Scratch for Digital Storytelling</p>	<p>ELA Coding Math</p> <p>120 minutes per day</p>	<p>Synchronous Lesson Options: Mon-Fri: 9:00 – 10:00 Mon-Fri: 2:00 – 3:00</p> <p>Asynchronous: Approx. 45-60 minutes per day</p> <p>Teacher: Ms. N.</p>
Junior Scientist	<p>In this course students will read a variety of STEM texts, research current trends and breakthroughs and participate and design their own science experiments. The Junior Scientist course will require students to complete science experiments at home (materials provided.)</p> <p>Resources: Sample Texts: Organic Chemistry for Babies Quantum Physics for Babies Engineering for Kids</p>	<p>ELA Science</p> <p>120 minutes per day</p>	<p>Synchronous Lesson Options: Mon-Fri: 10:00 – 11:00 Mon-Fri: 1:00 – 2:00</p> <p>Asynchronous: Approx. 45-60 minutes per day</p> <p>Teacher: Dr. X</p>

VIRTUAL HIGH SCHOOL PROGRAM



High school students will have access to a variety of core content, EOC, advanced level, AP, specialized and elective courses. High school students selecting 100% virtual will have the option to select their required and elective courses from a high school course menu. Virtual high school students will have access to live synchronous teaching and support, in addition to competency-based asynchronous content. The hybrid instruction could be concurrent teaching or a split schedule with in-person learners and virtual learners in separate blocks.

Recommendation:

For the virtual high school and a-la carte options to work best district wide, the recommendation is for all high schools to be on the same bell and block schedule.

KEY COMPONENTS	STAFFING IMPLICATIONS	STUDENT AUDIENCE
<ul style="list-style-type: none"> <input type="checkbox"/> 100% virtual 9th-12th required courses for graduation <input type="checkbox"/> Access to synchronous live teaching and support for virtual high school students <input type="checkbox"/> A-la carte options for in-person high school students for advanced, AP, career training, and other specialized courses <input type="checkbox"/> Course offerings will be advertised in a college style course catalogue <input type="checkbox"/> All courses will count as a credit 	<p>50+ internal highly qualified SLPS teachers (must have proficient or distinguished PBTE) already assigned to a high school with courses in place.</p> <p>Teachers will offer hybrid instruction (either through the facilitation of concurrent teaching or a separate prep for virtual learners.)</p>	<p>St. Louis city high school students seeking 100% virtual education options.</p> <p>In-person high school students seeking advanced or specialized courses that may not be offered at their school site (i.e., AP calculus, AP physics, graphic design, coding, biochemistry)</p>

VIRTUAL SCHOOL PLANNING COMMITTEE



To ensure the broader community (internal and external) is involved in the planning of the virtual school, a **Virtual School Planning Committee** will be established. The intent of the committee will be to ensure key stakeholder groups are represented in the planning process.

Suggested Internal Stakeholders	Suggested External Stakeholders
Chief Academic Officers Director of Virtual Learning Director of Special Projects Curriculum & Instruction SLPS Tech Dept Representative Teacher(s) Buildings & Ground Counselor SLPS Board Member	SLPS Foundation Parent Action Council member Community Partner University Partner Equity Partner

Note: This is a suggested list of stakeholders. These partners have not been approached or officially asked at this time to be part of a planning committee.



QUESTIONS?