



Academics Office Update



January 28, 2025

Dr. Allison Deno, Chief of Schools



SLPS Strategic Values



Highly Effective
Educators and
Leaders



Authentic Family
and Community
Partnership



Equitable and
Multiple Sources
of Data



Joyful and
Engaged
Students



Personalized
Supports and
Innovative Pathways



College and
Career Ready
Critical Thinkers

Values Across Our Student Goals





3rd Grade Reading

Growth and Proficiency



3rd Grade Math

Growth and Proficiency



College and Career Readiness

High School Students Prepared for Workforce and Post-Secondary Employment



Culture and Climate

Student Wellbeing

Student Success Goals



Portrait of a Graduate



College & Career Ready

Change Agent

Critical Thinker

Communicator

Competent

Culturally Aware

Collaborator



Agenda



1. Jobs for America's Graduates
2. Dual Enrollment – Harrison Center
3. Continuous School Improvement Plan



Jobs for America's Graduates (JAG)



- **Mission:** The mission of JAG is to empower young people with the skills and support they need to succeed in education, employment, and life.
- **Participating Schools:** The JAG program is currently being implemented at Vashon (38 participants), Roosevelt (35 participants), and Sumner High School (61 participants).
- **JAG Specialist Duties:** JAG Specialists work to equip students with essential life skills, career readiness training, and personalized mentorship.



Jobs for America's Graduates (Continued)

- **JAG Selection Process:** Students are selected through a collaborative effort involving an advisory board composed of counselors, teachers, and other staff members. In the spring, specialist plan to interview incoming students for the program. Additionally, specialist aim to engage Freshman and Sophomore parents during upcoming informational sessions to generate interest and encourage participation.
- **JAG Outcomes:** The expected outcomes of implementing the JAG program include increased graduation rates, improved post-graduation success, enhanced employability, and the development of leadership and personal skills.



Jobs for America's Graduates (Continued)

Work Experience and Activities:

- Professional Development:
 - They have learned essential soft skills, such as writing requests for reference letters.
 - Students developed an employment skills resource (previously a website) for underclassmen and the community, offering job search tips and guidance for resumes and cover letters.
 - Students also created a handbook to assist their peers in navigating the employment process.
- Skilled Trades Projects:
 - Students are collaborating with the Skilled Tradesmen of SLPS to enhance their learning environment. This hands-on work includes repairing walls, prepping, painting, and cleaning their classroom.
 - Future projects will introduce students to other trades, such as plumbing, electrical work, and glazing, while emphasizing safety and career exploration.
- Community Engagement:
 - Students will help operate the school pantry, taking on different roles to build customer service skills.
 - This semester, they will also participate in a student-led community service program in collaboration with the Youth Empowerment Academy.



Harrison Education Center



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- **Courses Offered:** Fall 2024 Eng 101, Spring 2025 ENG 102.
- **Participation:** There are 14 total students from Vashon engaged in the first cohort.
- **Next Steps:** Exploring program expansion to possibly include; Cyber Security, Early Childhood, and Business.

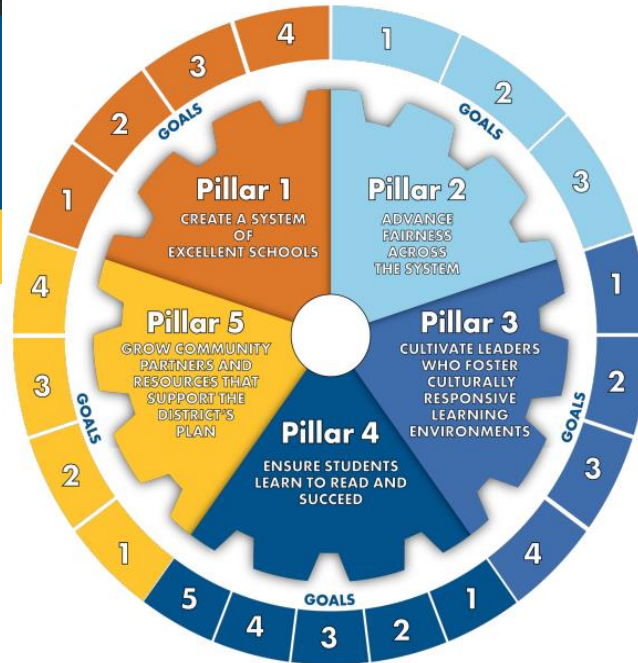


Continuous School Improvement Plan (CSIP)



Continuous School Improvement Plan
UPDATED 2023

Working Together to Forward Every Student's Pursuit of Excellence



- College & Career Ready
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- Collaborator



5 Pillars, 20 Goals



Pillars

- 1 - Create a system of excellent schools.
- 2 - Advance fairness across the system.
- 3 - Cultivate leaders who foster culturally responsive learning environments.
- 4 - Ensure students learn to read and succeed
- 5 - Grow community partners and resources that support the district's transformation plan.



Pillar 1 – Create a system of excellent schools.

Goals

Goal 1: By 2024-25; SLPS will reinforce advanced accreditation goals. All schools will earn a minimum of 70% in MSIP VI Annual Performance Report metrics.

Goal 2: By 2023-2024 SLPS will maintain a minimum 30% unrestricted fund balance per Board policy allowing more funds for strategic initiatives.

Goal 3: By the end of the 2022-2023 school year innovative staffing and recruitment practices will have increased retention rates by 5% across all job types (1-3 years from hire date) and 90% of all vacancies will be filled at the start of each semester.

Goal 4: By 2023-2024, all 71 Saint Louis Public School buildings will be in compliance with an Energy STAR score of 75 or higher.



Pillar 2 – Advance fairness across the system.

Goals

Goal 1: By May 2023, SLPS schools will remove barriers and help all students access academic enrichment experiences such as field trips, enrichment programs and elective courses by 10% as evidenced by two-year comparison data.

Goal 2: By the end of the 2022-2023 school year, SLPS will provide access to medical care for all students through telehealth medical services.

Goal 3: By the end of the 2022-2023 school year, SLPS will have increased the number of mental health partners and breadth of services and students, and staff will be more aware of supports available to them inside and outside of school.



Pillar 3 – Cultivate leaders who foster culturally responsive learning environments.

Goals

By June 30, 2025, SLPS will have developed a program that provides professional development to leaders districtwide in order to foster effective, culturally responsive learning environments.

By 2025, SLPS will achieve an annual retention rate of at least 85% of its teaching work-force (90% of its teachers of color; 90% of male teachers), as measured on June 30th each year.

By 2025, SLPS-provided coaching and support will be ranked at "satisfactory or above" by at least 75% of leaders districtwide.

By 2025, all SLPS leaders will receive training and support to implement proactive, restorative and culturally responsive practices. This work will change the dynamics of relationships between students and leaders which will lead to fewer Out-of-School Suspensions (OSS) and repeat suspensions.



Pillar 4 – Ensure students learn to read and succeed.

Goals

Goal 1: By 2026, a minimum of 90% of PK-4 scholars will demonstrate mastery of kindergarten readiness skills.

Goal 2: By the end of 2026, each scholar will have access to grade-level content within current curriculum resources 100% of the time.

Goal 3a: By 2026, 95% of graduating seniors will be positively placed per DESE standards (in college, military or working in their studied CTE area) per a 180 Day Graduate Follow Up Report. Goal 3b: By 2026, 95% of 9th graders will have a 2.0 or higher GPA.

Goal 4: By the end of the school year 2026, 100% of teachers in graders PK-12 will show increased frequency of high-leverage technology integration strategies (as measured by the Technology Integration Matrix Tool).

Goal 5a: Each year, the percentage of ELLs demonstrating progress in learning English will increase by 5% as evidenced by ACCESS for ELLs assessment. Goal 5b: Each year, the percentage of ELLs reaching proficiency in learning English will increase by 2% as evidenced by ACCESS for ELLs assessment.



Pillar 5 – Grow community partners and resources that support the district's transformation plan.

Goals

Goal 1: By 2024-2025, increase the number of volunteers/mentors by 10%

Goal 2: By 2024-2025, increase the number of strategic partnerships (MOU targeted to school support) by 5%.

Goal 3: By 2024-2025, increase the number of active partners (providing special support) by 10%

Goal 4: By 2024-2025, grow level of public/private funding by 5%..



Next Steps



- **January** | Gather input from building leaders and families regarding Portrait of a Graduate Descriptors. Gather evidence related to current goals.
- **February** | Report on evidence related to current goals. Gather input from staff and students and analyze feedback and refine Portrait of a Graduate descriptors. Gather input and feedback on CSIP Pillars and Goals through Community Café Session.



Next Steps



- **March** | Gather input and feedback on CSIP Pillars and Goals through Community Café Session. Share updated Portrait of a Graduate Competency descriptors with stakeholders.
- **April** | Gather input and feedback on CSIP Pillars and Goals through Community Café Session. Develop success criteria and a rollout plan for implementing competencies at all levels.
- **May** | Analyze Community Café Session Feedback to identify next steps for CSIP revision. Preview the launch of the finalized Portrait of a Graduate descriptors.



CSIP Feedback

- Board of Education Members are invited to complete the CSIP Feedback Survey utilizing the Transformation Plan 4.0 Document and School Accountability Plans.
- Please check your email for a link to the survey and School Accountability Plans.



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