Comprehensive School Improvement Plan (CSIP) Transformation 4.0 Update

"Gearing Up 4 the Future"

Monthly Update to the Board of Education

Pillar Leads

March 28, 2023

WHAT IS THE **NORTH STAR** FOR EACH PILLAR?

1 Create a System of Excellent Schools

2 Advance Fairness & Equity Across the System

3 Cultivate Leaders Who Foster Culturally Responsive Learning Environments

4 All Students Learn to Read and Succeed

5 Grow Community Partners and Resources that Support the District's Transformation Plan

Pillar 1 Monitoring Spotlight

SMARTIE Goal	KPA	KPA Status	KPI	KPI Status
SLPS will reinforce advanced accreditation goals. All schools will earn a minimum of 70% in MSIP VI Annual Performance Report metrics	Quality Assurance Ambassador Monitoring	In Planning Stages	Training with Ambassadors through Assessment Department Creation of Microsoft Form for reporting results	In Planning Stages

Pillar 1
Monitoring

1. SLPS will reinforce advanced accreditation goals. All schools will earn a minimum of 70% in MSIP VI Annual Performance Report metrics

2. SLPS will maintain a minimum 30% unrestricted fund balance per Board policy allowing more funds for sustainable strategic initiatives.

3. Innovative staffing and recruitment practices will increase retention rates by 5% across all job types and 90% of all vacancies will be filled at the start of each semester

4. All 71 SLPS buildings will be in compliance with an Energy Star score of 75 or higher.

	Daily	Weekly	September/December/May or Monthly	Quarterly	Semester	Annually
90/90 Attendance		✅				
Average Daily Attendance	✅					
Infractions/Suspensions		✅				
Enrollments/Withdrawals		✅				
Teacher Attendance				✅		
Grade Distribution				✅	✅	
Annual Performance Report (APR)						✅
Item Benchmark Descriptors (IBDs)						✅
STAR Assessments			✅			
Budget/Expenditures/Revenue				✅		
Utility Bills			✅			
Vacancies		✅				
Transportation	✅					

PILLAR 1 – CREATE A SYSTEM OF EXCELLENT SCHOOLS

Goal/Measures
1. SLPS will reinforce advanced accreditation goals. All schools will earn a minimum of 70% in MSIP VI Annual Performance Report metrics
2. SLPS will maintain a minimum 30% unrestricted fund balance per Board policy allowing more funds for sustainable strategic initiatives.
3. Innovative staffing and recruitment practices will increase retention rates by 5% across all job types and 90% of all vacancies will be filled at the start of each semester
4. All 71 SLPS buildings will be in compliance with an Energy Star score of 75 or higher.

QUESTIONS ASKED

Explain the process for training school staff for the Grade-Level and EOC Assessments.
Possible Follow-Ups
Who was in charge of training?
Was the training done individually or in a group(s)?
If training is done in a group(s), is there documentation of attendance?
Who is required to be trained?
How does the school ensure that test examiners and other applicable staff are knowledgeable about the administration requirements and have reviewed the current Test Administration Manual and training webinars prior to testing?

Explain how the school's Grade-Level and EOC Assessment schedule was determined.
Possible Follow-Ups
When is the schedule planned?
Who is involved in planning?
What role, if any, do test examiners have in setting their schedules?
Is the schedule set to avoid the possibility of testing students outside of the regular school day? Are bells suspended during testing?

Explain the district's security plan.
Possible Follow-Ups
How are test examiners trained on test security?
What preventative measures are taken to discourage cheating within the classroom being used for testing?

Pillar 2 Monitoring spotlight

SMARTIE Goal	KPA	KPA Status	KPI	KPI Status
Equitable Access to Gifted Education by ensuring representation of students of color enrolled in gifted programs	Gifted Education Staff and Screeners will develop a Framework to manage and implement a system to universally screen all 2nd grade students	Completed	(1) the Framework and System was developed and successfully Implemented during the 2022 - 2023 school year. (2) 100% of all 2nd Graders will be screened.	In Progress

Pillar 2
Monitoring

2A Increase high school dual credit, advance and elective courses/experiences

2B Equitable Access to Gifted Education

2C Equitable student health access

2D Equitable access to mental health

	Daily	Weekly	Monthly	Quarterly	Semester	Annually
# of Mental Health Providers					✅	
Mental Health Provider Pre/Post Survey Results			✅			
# of 2nd grade students screened for gifted		✅				
# of students tested for gifted		✅				
# of students who qualify for gifted services		✅				
# of students using Telehealth		✅				
# of AP and Elective Courses					✅	

PILLAR 2
ADVANCE FAIRNESS ACROSS THE SYSTEM

Goal/Measures
2A Increase high school dual credit, advance and elective courses/experiences • By May 2023, SLPS schools will provide access to equitable learning experiences by increasing academic enrichment experiences, such as fields trips, enrichments programs and elective courses by 10%, as evidenced by two-year comparison data.
2B. Equitable Access to Gifted Education • Ensure equitable representation of students of color enrolled in gifted programs • Increase the percentage of students of color in the gifted program to reflect the proportion of the overall student population by 2026
2C Equitable student health access • SLPS will provide access to medical care for all students through telehealth medical services
2D Equitable access to mental health • 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.

Hazel Health Data 22-23 SY	
Consented	1721
Declined	48
Visits (since Launch in September 2022)	88
Individual Visits	82
Duplicate Visits	6
Schools (Launched)	62
Schools (completed visits)	18
Students that remained in school post visit	67%
School hrs saved	177
Current as of 2/16/2	

# of Elementary Schools Completed Universal Screening	# of Elementary Schools
37*	39

• To date, 78 out of 884 of students screened have been identified for further evaluation.

MENTAL HEALTH SERVICES

Social Emotional Curriculum			
Engaged Schools	Engaged Teachers	Engaged Students	Student Reflection
62	730	8,659	47,331

Pillar 2 Highlights

- **Equitable Access to Mental Health**
  - Addition of one therapist at CSMB and CVPA for the next three years.

- **Equitable Access to Gifted Education**
  - The Gifted Alternative Identification Plan has been approved by the state.
    - The intent of the alternative identification plan is to increase overall gifted identification and eligibility districtwide by eliminating unnecessary barriers in identification, and by utilizing eligibility criteria that better reflects the local norms for academic achievement in our district.
  - Key updates in the plan include a change from 90th percentile in one area of academic achievement (reading or math) to 80th percentile in one area of academic achievement. This change better aligns to our local norms.

PILLAR 3 MONITORING SPOTLIGHT

SMARTIE Goal	KPA	KPA Status	KPI	KPI Status
33% of newly-hired principals will have been trained in an SLPS-sponsored leadership development pipeline	• Monitor Principal performance and leadership challenges	In progress	% of new leaders trained through pipelines	In Progress
Retain 84% of the teaching force	• Continue to develop teacher pathways • Implement Equity pay • Restructure staffing model • Retention incentives • Develop system-wide and targeted teacher retention plan	Developing	% of teachers retained	In progress
75% of school leaders will report they are "satisfied" or "highly satisfied" with central office supports for student discipline	Develop and implement : • District wide standards of support for school discipline • Comprehensive plan of support around alternative discipline and student support	Developing	% of principals satisfied with central office support around discipline	In Progress
Reduce the proportion of students receiving an out-of-school suspension by 10%	• Create a framework for culturally responsive leadership and teaching and implement as a tool for development and accountability	Developing	Proportion of students receiving at least one OSS	In Progress
Reduce percentage of students receiving more than two out-of-school suspensions by 30%	• Develop systematic approach to analyzing discipline data • Use discipline data comprehensively to inform resource allocation, supports, practices and accountability	Developing	% of student s receiving two or more OSS	In Progress

PILLAR 3

MONITORING

1. 33% of newly-hired principals will have been trained in an SLPS-sponsored leadership development pipeline

2. Retain 84% of the teaching force

3. 75% of school leaders will report they are "satisfied" or "highly satisfied" with central office supports for student discipline

4. Reduce the proportion of students receiving an out-of-school suspension by 10%

5. Reduce percentage of students receiving more than two out-of-school suspensions by 30%

	Daily	Weekly	Monthly	Quarterly	Semester	Annually
% of new leaders trained through pipelines						✅
% of teachers retained						✅
% of principals satisfied with central office support around discipline				✅		
Proportion of students receiving at least one OSS			✅			
% of student s receiving two or more OSS			✅			

PILLAR 3 – CULTIVATE LEADERS WHO FOSTER CULTURALLY RESPONSIVE LEARNING ENVIRONMENTS

Goal/Measures

1. 33% of newly-hired principals will have been trained in an SLPS-sponsored leadership development pipeline

2. Retain 84% of the teaching force

3. 75% of school leaders will report they are "satisfied" or "highly satisfied" with central office supports for student discipline

4. Reduce the proportion of students receiving an out-of-school suspension by 10%

5. Reduce percentage of students receiving more than two out-of-school suspensions by 30%

School Year	# of Students	Change	% change
16/17	1830		
17/18	1790	-40	-2.2%
18/19	1156	-634	-35.4%
19/20	1079	-77	-6.7%
20/21	23	-1056	-97.9%
21/22	2596	2573	41.56%
Grand Total	8474		

1st semester # of students with 2 or more suspension

School Year	Number	Category
2016-17	329	2 or more
2017-18	330	2 or more
2018-19	185	2 or more
2019-20	166	2 or more
2020-21	1	2 or more
2021-22	559	2 or more

School Year	#Reporting	Returning Teachers	%
2018-2019	1642	1366	83.2
2019-2020	1637	1370	83.6
2020-2021	1596	1325	83
2021-2022	1492	1168	78.3

CULTURE AND CLIMATE

Teacher responses	Spring 2022 % Favorable	Fall 2022 % Favorable
Belonging	62%	64%
Relationship with leader	69%	71%
Quality Feedback and coaching	49%	56%

Pillar 3 Highlights

- **Culture and Climate**
  - Spring Panorama survey has been distributed to all staff, students and parents

- **Teacher Retention**
  - **Future Teachers** - Selected and awarded 5 scholarships to current SLPS students who will attend St. Louis University, major in education and become SLPS teacher

Pillar 4 Monitoring Spotlight

SMARTIE Goal	KPA	KPA Status	KPI	KPI Status
Goal 5a: Each year, the percentage of ELLs demonstrating progress in learning English will increase by 5% as evidenced by ACCESS for ELLs assessment	Develop quarterly expectations for ESOL Teachers emphasizing high impact ELL practices.	Completed	• 4 document outlining Quarterly Expectations for ELL Teachers; • Completed site-based ELL Plans; • Number of teachers completing Co-Teaching training; • Number of teachers completing SIOP training; • Number of ELL walkthroughs conducted; • Number of coaching cycles and coaching conversations conducted; • % of ELLs making progress in Speaking and Writing (Word Level, Sentence Level, Discourse Level); • % of ELLs with ELL Portfolio	• 43 new Co-Teaching partnerships completed Level 1 training; • 56 teachers are at Co-Teaching Level 2; • 38 educators completed SIOP Training, 15 are in progress • 104 ELL walkthroughs • 26 coaching cycles and 309 coaching conversations
	Implement site-based ELL Plans at each ESOL-center school.	In progress		
	Develop Co-Teaching for ELLs Training Pathways.	Completed		
Goal 5b: Each year, the percentage of ELLs reaching proficiency in learning English will increase by 2% as evidenced by ACCESS for ELLs assessment	Increase teacher capacity to meet the needs of ELL scholars using SIOP (Sheltered Instruction Observation Protocol) training.	In progress		
	Conduct ELL Walkthroughs.	In progress		
	Coach ESOL and classroom teachers.	In progress		
	Develop and administer ELL Progress Monitoring Tasks (Speaking & Writing).	In progress		
	Implement ELL Portfolios for each receiving services ELL.	In progress		

PILLAR 4
MONITORING

	Monthly	Quarterly/ Progress Reporting	Semester	3 times a year	2 times a year	Annually
DRDP (Desired Results Developmental Profile)		✅			✅	
STAR Assessment		✅		✅		
Common Formative Assessments (CFA) / Common Summative Assessments (CSA)		✅				
ACCESS (for English Language Learners)	✅					
Grade Distribution Reports		✅				
Tier II/Tier III Savvas Assessment	✅					
Freshmen Success Team	✅					
College & Career Readiness Tracker	✅					
ESOL Walkthrough Report Dashboard		✅			✅	
Academic Office FOSL Walk Dashboard						✅
Technology Integration Matrix Report						✅
Graduate Follow-Up Report						✅
Textbook Adoption Cycle (21-26						✅

PILLAR 4 – **ALL STUDENTS LEARN TO READ AND SUCCEED**

Goal/Measures
1. **Early Childhood** - By 2026, a minimum of 90% of PK4 scholars will demonstrate mastery of kindergarten readiness skills
2. **Curriculum & Instruction (K-12)** - By the end of 2026, each scholar will have access to grade-level content within current curriculum resources 100% of the time.
3. **College & Career Readiness / Career Technical Education (CTE)**   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.   By 2026, 95% of 9th graders will have a 2.0 or higher GPA.
4. **Virtual Learning & Technology Integration** - By the end of school year 2026, 100% of teachers in grades PK-12 will show increased frequency of high-leverage technology integration strategies
5. **English Speakers of Other Languages (ESOL) / English Language Learners (ELL)** –   Each year, the percentage of ELLs demonstrating progress in learning English will increase by 5% as evidenced by ACCESS for ELLs assessment.   Each year, the percentage of ELLs reaching proficiency in learning English will increase by 2% as evidenced by ACCESS for ELLs assessment.

ESOL Walkthrough Data — Quarter 2

Total # of ESOL Walkthroughs: **28**

ESOL Instructional Model (bar chart: Co-Teaching 6, Pull Out 14, ESOL Course 6, Sheltered Course 2)
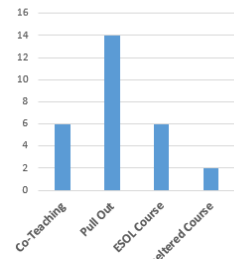
1. Content & Language objectives are written and posted — Yes 20, No 8

2. Content & Language objectives are introduced, referred to, and/or reviewed. — Yes 21, No 7

3. Students interact with content and language objectives — Yes 11, No 17

4. Language objective includes a language function *(describe, paraphrase, retell, etc.).* — Yes 14, No 14

5. Language objective includes a language feature *(discourse, sentence, word levels)* — Yes 12, No 16

6. Language objective includes linguistic support(s). — Yes 13, No 15

7. Materials and activities are aligned to and effectively support content and language objectives. — Yes 19, No 9

8. What is the highest level of DOK observed? (DOK 1: 9, DOK 2: 12, DOK 3: 3, DOK 4: 2)

9. Lesson incorporates multiple language supports. (Graphic 15, Interactive 9, Sensory 19, Textual 19, Not observed 1)

10. Checks for understanding are used. — Yes 21, No 7

11. Checks for understanding leverage technology. — Yes 1, No 27

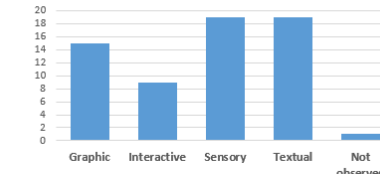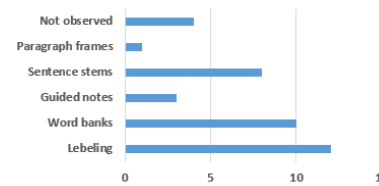12. Checks for understanding include linguistic supports. — Yes 12, No 16
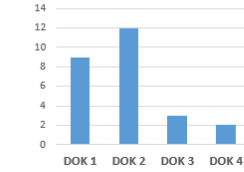
13. Lesson incorporates multiple linguistic supports. (Not observed, Paragraph frames, Sentence stems, Guided notes, Word banks, Lebeling)

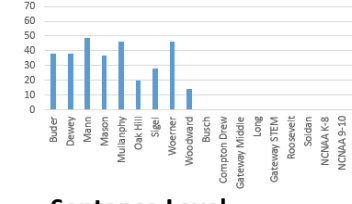14. Peer interaction (oral language development). (Not observed, In small groups, In triads, With a partner)
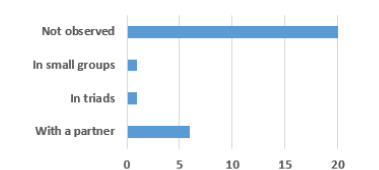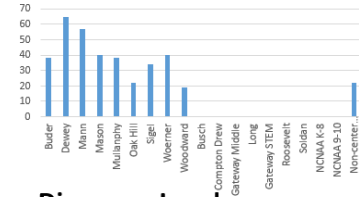
ELL Progress Monitoring Tasks

% of ELLs Showing Progress in Speaking

Overall, Word Level, Sentence Level, Discourse Level
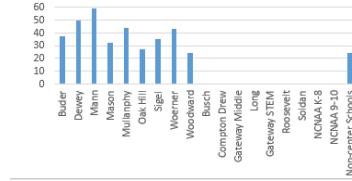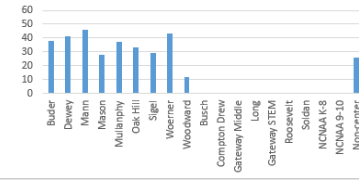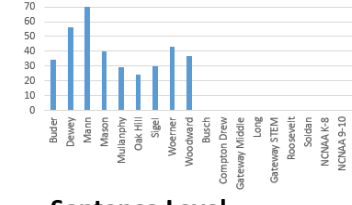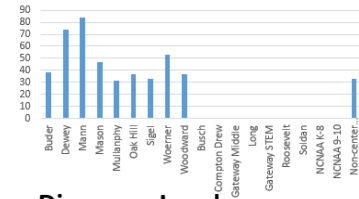
% of ELLs Showing Progress in Writing
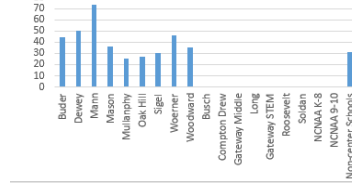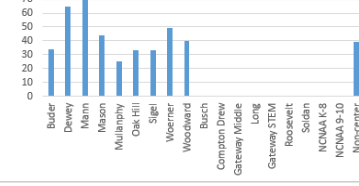

Overall, Word Level, Sentence Level, Discourse Level

Pillar 5 Monitoring Spotlight

SMARTIE Goal	KPA	KPA Status	KPI	KPI Status
By the end of 2026, we will strengthen and grow our relationships with individuals and organizations in our community.	Community Engagement	On target	Increase number of non-profit partners and partners that can provide in-kind and services. Grow the number of individuals who volunteer at the District. Increase public and private funding by stewarding existing donors and connecting them to the great work being done at our schools. Increase activity on web and social media, highlighting stories that show impact of our community's support.	In progress

1. By 2024-2025, increase volunteers/mentors by 10%

2. By 2024-2025, increase the number of strategic partners by 5% (MOU targeted school support)
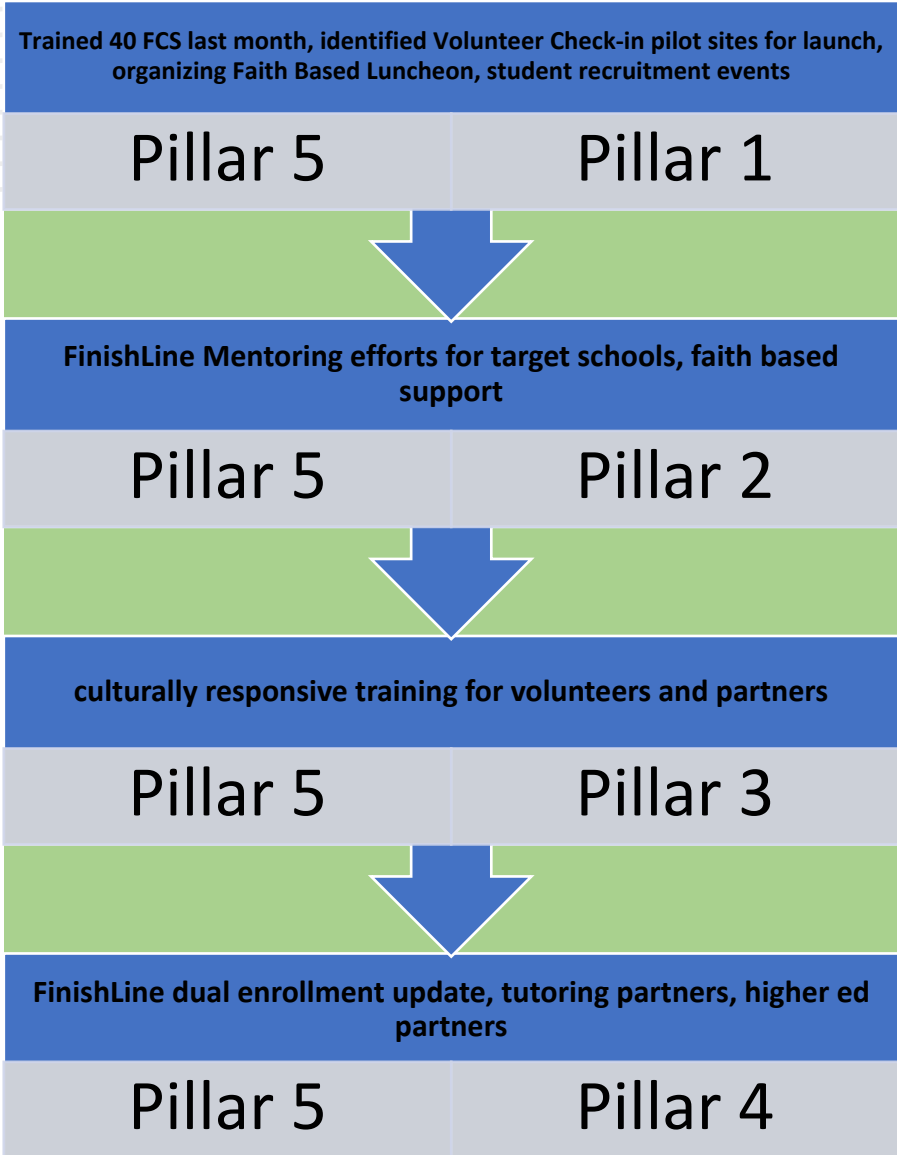
Pillar 5
Monitoring

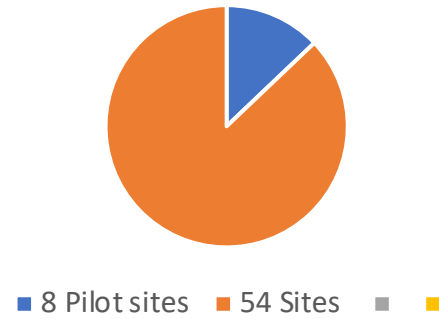**3. By 2024-2025, increase the number of strategic partners by 10% who provide specialized support**

4. By 2024-2025, grow the amount of public ($500,000) and private ($2,000,000) by 5%

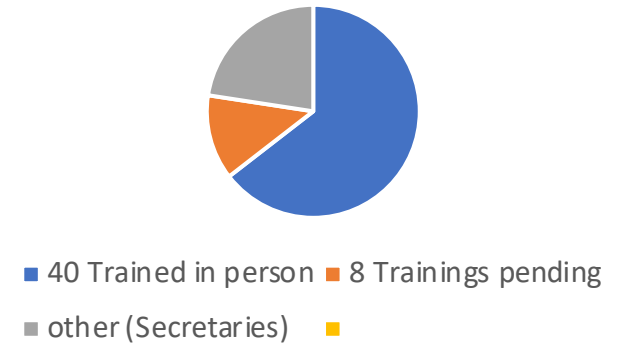|	Daily	Weekly	Quarterly	Semester	Annual
School support and training for secretaries, FCS, and other key staff			✅	✅	
Increase public/private funding			✅		✅
Now Hiring Campaign			✅	✅	✅
Onboarding of volunteers	✅	✅	✅		
School enrollment	✅	✅		✅	✅
Enrollment events & outreach		✅			
Relaunch and promote telehealth and other SS initiatives			✅		
Social media following	✅				
Provide stewardship for volunteers and partners			✅		
Culturally responsive training for partners and volunteers			✅		✅
Tutoring and reading support with higher ed partners			✅		✅

PILLAR 5 – GROW COMMUNITY PARTNERS AND RESOURCES THAT SUPPORT THE DISTRICT'S TRANSFORMATION PLAN
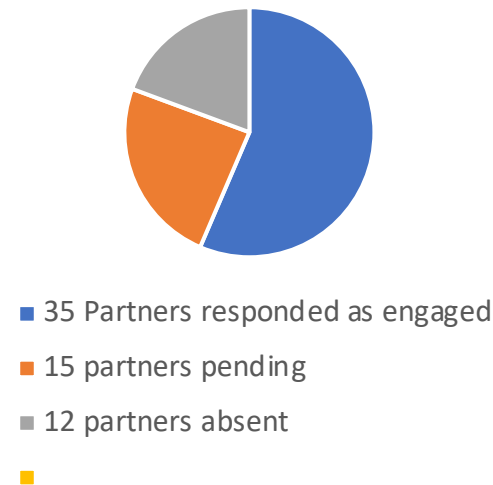## VOLUNTEER AND MENTORING UPDATES – 3/17/2023

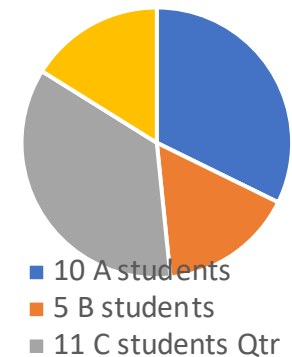**Trained 40 FCS last month, identified Volunteer Check-in pilot sites for launch, organizing Faith Based Luncheon, student recruitment events**

Pillar 5   Pillar 1

FinishLine Mentoring efforts for target schools, faith based support

Pillar 5   Pillar 2

culturally responsive training for volunteers and partners

Pillar 5   Pillar 3

FinishLine dual enrollment update, tutoring partners, higher ed partners

Pillar 5   Pillar 4

Launch of Volunteer check-ins
- ■ 8 Pilot sites
- ■ 54 Sites
- ■ (gray)
- ■ (yellow)

Faith Based Partners engaged
- ■ 35 Partners responded as engaged
- ■ 15 partners pending
- ■ 12 partners absent
- ■ (yellow)

Family Community Specialists trained
- ■ 40 Trained in person
- ■ 8 Trainings pending
- ■ other (Secretaries)
- ■ (yellow)

FinishLine Dual Enrollment Student Midterm progress (31 dual enrollment students)
- ■ 10 A students
- ■ 5 B students
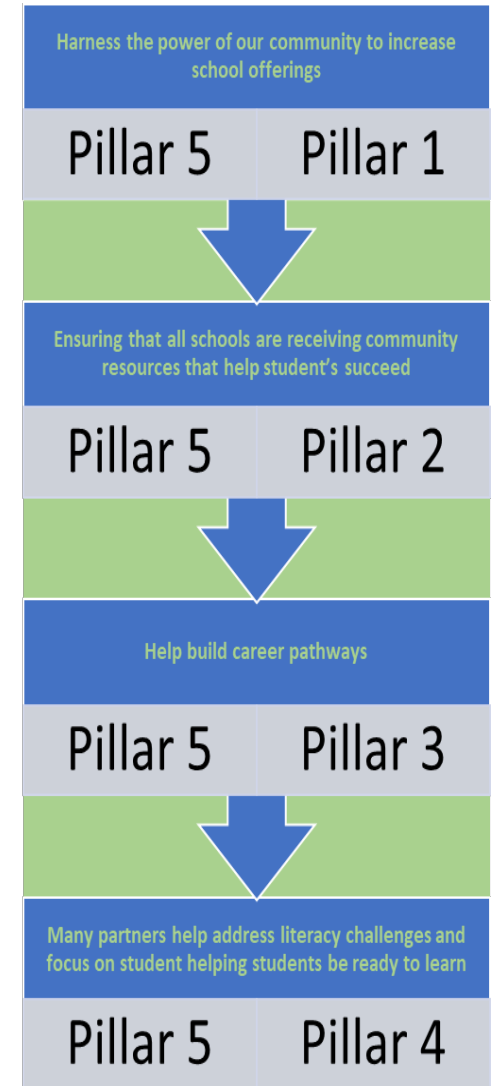- ■ 11 C students Qtr

20

Pillar 5 Highlights

Scholarship Awards

- Working on 12 scholarships for SLPS Seniors – awarding $14,000

- Nearly $125,000 in scholarships to Webster University was divided by 24 SLPS Seniors (2 from each high school) through the Rotary Young Scholars Awards

Seniors Receiving Scholarships Through SLPS and Rotary

| Year	Count
2023	~37
2022	~39
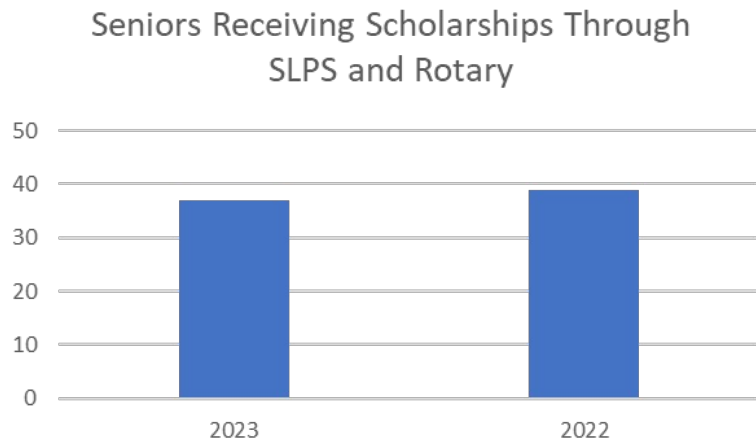
Growing our Funds

- Created a general SLPS Scholarship Fund within the Foundation to increase opportunities for students from all high schools
- Started individual solicitation with our 3-14 Day Appeal
  - Mailed 2,000 targeted households in the city
  - Crafted 2 FB ads to promote donations
  - Posted several times on different platforms
  - Sent multiple emails to SLPS

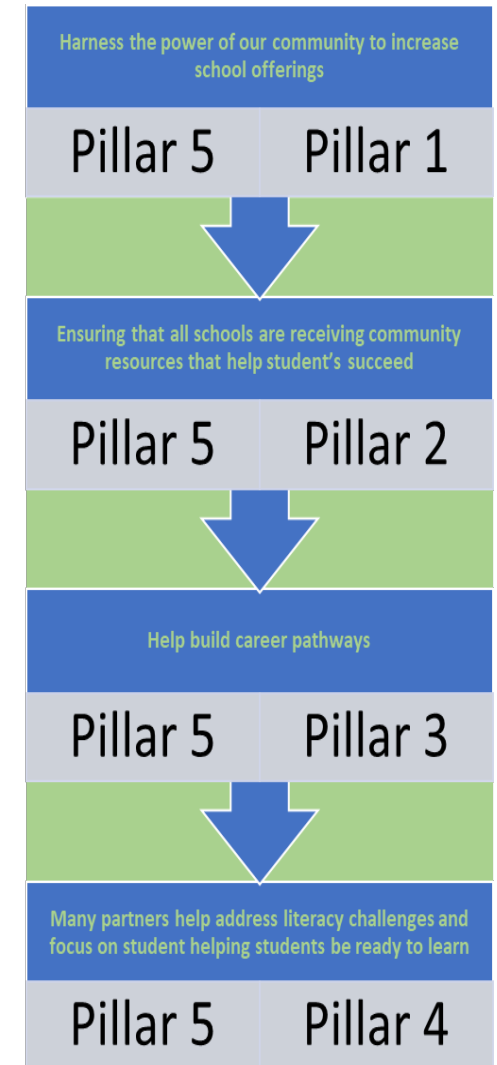Will continue appeals focusing on building monthly donors

Harness the power of our community to increase school offerings

Pillar 5   Pillar 1

Ensuring that all schools are receiving community resources that help student's succeed

Pillar 5   Pillar 2

Help build career pathways

Pillar 5   Pillar 3

Many partners help address literacy challenges and focus on student helping students be ready to learn

Pillar 5   Pillar 4

Pillar 5 Highlights

Goal/Measures
By 2024-2025 Increase the number of strategic partnerships (MOU targeted to school support) by 5 percent.
By 2024- 2025, Increase the number of active partners (providing special support) by 10 percent.
Purchase and implement a database to manage partner relationship
Create events to steward partners and grow relationships

Nonprofit Partners

Parters

■ Last Year   ■ This Year
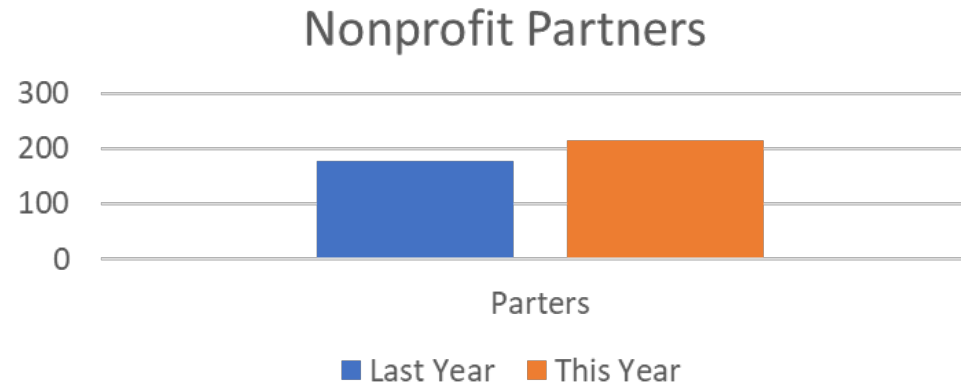
Partner Updates

- Reboot Partner Fair for first in-person event post Covid
- Gathering bids on several CRM's to manage partnerships and track successes

Harness the power of our community to increase school offerings

Pillar 5   Pillar 1

Ensuring that all schools are receiving community resources that help student's succeed

Pillar 5   Pillar 2

Help build career pathways

Pillar 5   Pillar 3

Many partners help address literacy challenges and focus on student helping students be ready to learn

Pillar 5   Pillar 4

Pillar 5 Highlights

Questions