



# Comprehensive School Improvement Plan (CSIP) Transformation 4.0 Update “Gearing Up 4 the Future”

Presentation to the Board of Education

Pillar Leads  
January 24, 2023



# Pillar #1

## Create a system of excellent schools



### Transformation 3.0 Results

Goal/Measures	Year 1	Year 2	Year 3	Progress
<b>1A. Student Attendance and Enrollment</b> <ul style="list-style-type: none"> <li>% of schools achieving 90/90 attendance</li> <li>% of schools maintaining or increasing enrollment</li> </ul>	84.5%	91.5%	92%	Not Met
	28.5%	32.9%	15.8%	
<b>1B. Safe and Secure Schools</b> <ul style="list-style-type: none"> <li>Improve efficiency of maintenance work order completion rate by reducing the average time between work order request and resolution</li> </ul>	88%	90%	90%	Met
	92%	91%	92%	
<b>1C. Financial Sustainability</b> <ul style="list-style-type: none"> <li>Annual operating budgets are balanced within the Fund Balance Policy guidelines (unrestricted fund balance)</li> </ul>	22.5%	25%	30%	Met
	27.5%	34.4%	35.6%	
<b>1D. Efficient and Equitable Staffing</b> <ul style="list-style-type: none"> <li>Reduce average time between selection and employment offer</li> <li>98.% of teachers will be certificated</li> </ul>	10-12 days	5-7 days	5-7 days	Not Met
			98%	

### Transformation 4.0 Goals & Strategic Activities

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.

Strategic Activities
<ul style="list-style-type: none"> <li>Train on MSIP VI changes and goals</li> <li>Council of Great City Schools complete an efficiency audit of Transportation</li> <li>Re-engineer of educational experiences in City of St. Louis (CWPE)</li> <li>Welcoming environment resources</li> <li>Support and training on importance of attendance</li> <li>Support and guidance on school turn-around model</li> <li>Onboarding Ambassador in each school</li> <li>Expedite hiring experience</li> <li>Robust vacancy tracking tool</li> <li>Participation in exit interview survey</li> <li>Maintain awareness and track federal energy savings programs</li> <li>Monitor Energy Star score</li> <li>Promote and support environmental stewardship</li> <li>Enhance curb appeal to at each school</li> <li>Allocate funds to high-priority initiatives that align to the District's goals</li> <li>Continue fund balance tracking and reporting</li> </ul>

# Pillar #2

## Advance Fairness & Equity Across The System



### Transformation 3.0 Results

### Transformation 4.0 Goals & Strategic Activities

Goal/Measures	Year 1	Year 2	Year 3	Progress
<b>2A. Equitable Resource Distribution</b> <ul style="list-style-type: none"> <li># of f minority students enrolled in dual credit, advanced and elective courses in high school</li> </ul>	↓	↓	↓	Not Met
<b>2B. Equitable Access to Gifted Schools</b> <ul style="list-style-type: none"> <li>% of students of color enrolled and retained in the Gifted program</li> <li>Retain 95%</li> </ul>	↓	↓	↓	Not Met
<b>2C. Decrease Chronic Absenteeism</b> <ul style="list-style-type: none"> <li>% of students K-12 defined as chronically absent</li> </ul>	↓	↓	↓	Not Met
<b>2D Partner with Community Allies</b> <ul style="list-style-type: none"> <li>Increase the resources provided to targeted students</li> </ul>	↑	↑	↑	Met

Goal/Measures
<b>2A Increase high school dual credit, advance and elective courses/experiences by 10% access to equitable as evidenced by two-year comparison data.</b>
<b>2B. Equitable Access to Gifted Education</b> <ul style="list-style-type: none"> <li>Ensure equitable representation of students of color enrolled in gifted programs</li> </ul>
<b>2C Equitable student health access</b> <ul style="list-style-type: none"> <li>SLPS will provide access to medical care for all students through telehealth medical services</li> </ul>
<b>2D Equitable access to mental health</b> <ul style="list-style-type: none"> <li>By the end of the 2022-2023 school year, SLPS will have increased the number of mental health partners and breadth of services</li> </ul>

Strategic Activities
<ul style="list-style-type: none"> <li>Increase the number advanced and elective courses offered in priority high schools</li> <li>Provide schools with flexible scheduling to create academic enrichment blocks</li> <li>Provide funding for elective programs, external curricular items and field experiences</li> <li>Develop a system to universally screen all 2nd grade students</li> <li>Increase teacher and staff awareness of traits of a gifted learner to recommend students for gifted testing</li> <li>Utilize a nonverbal universal screening tool ideal for gifted identification in a diverse student population</li> <li>Develop a Gifted Advisory Council (parents, teachers, community members)</li> <li>Communicate the benefits of a new telehealth service with parents</li> <li>Provide telehealth training to school nurses and medical designees in every school.</li> <li>Increase the number of (K-12) providers of mental health issues including suicide prevention, de-escalation of violence (conflict resolution), and pressures on specific groups of students.               <ul style="list-style-type: none"> <li>Increase (K-12) mental self-awareness through a social emotional learning curriculum and platform.</li> </ul> </li> <li>Engage students and families through mental health campaigns</li> </ul>

# Pillar #3

## Cultivate Leaders Who Foster Culturally Responsive Learning Environments



### Transformation 3.0 Results

### Transformation 4.0 Goals & Strategic Activities

Goal/Measures	Progress	Status
3A. By 2022, at least 33% of newly hired SLPS principals will have been trained in an SLPS-sponsored leadership development pipeline.	100% of new leaders were trained in the leadership academies. A formal leadership pipeline is still in development.	Not Met
3B. By 2022, SLPS will achieve an annual retention rate of at least 84% of its teaching workforce.	3 certification pathways for non-certificated employees with a BA. Jan 2023, launched first cohort for non-certificated staff to earn their BA & certification through Lincoln University (HBCU)	Met
3C. By 2022, at least 75% of school leaders will report that they are satisfied" or "highly satisfied" with Central Office supports for student discipline as measured by a bi-annual culture and climate survey.	The Culture and Climate Committee (CCC) looks at student discipline data district-wide and is creating strategies to address leader and teacher needs.	Not Met
3D. By 2022, SLPS will reduce the percentage of students receiving Out-of-School Suspensions (OSS) by 10% and reduce the percentage of students receiving more than two OSS's by 30%.	Select leaders, teachers, and ISS monitors have received training in Cultural Responsiveness. The CCC is collaborating to address all areas of student discipline.	Not Met

Goal/Measures
<b>3A. Career Pathways</b> By 2025, SLPS will train 33% of newly-hired principals in an SLPS-sponsored leadership development pipeline, implement career pathways for non-certified employees to become certified and develop effective evaluation tools and processes in line with the District's Portrait of an Educator.
<b>3B. Teacher Retention</b> By 2025, SLPS will achieve an annual retention rate of at least 85% of its teaching workforce as measured on June 30th of each year.
<b>3C. Culturally Responsive Schools</b> By 2025, 75% of school leaders will report they are satisfied or highly satisfied with central office supports with student discipline as measured by a bi-annual survey.
<b>3D. Decrease Chronic Absenteeism</b> By 2025, SLPS will reduce Out of School Suspensions (OSS) by 10% and reduce the percentage of students receiving more than two OSS's by 30%.

Strategic Activities
<ul style="list-style-type: none"> <li>• Develop a program that provides professional development to all first-year leaders, leaders in training, and educators who are on the pathway to becoming leaders</li> <li>• Launch pipeline for paraprofessionals to become certificated teachers</li> <li>• Development and implement new evaluation tool for teachers and leaders</li> <li>• 8% salary increase effective 7/1/22</li> <li>• Retention incentives \$10,000 over 3 years</li> <li>• <b>Career Ladders:</b> National Board Certified Teacher (16 teachers starting Jan '23), Team Leader, Content Leaders, Teacher Mentor, Cooperating Teacher, Panorama Coordinator, Consultant Teacher, Wellness Coordinator, Recruitment Fellow, ILA Facilitator</li> <li>• Equity-based pay pending Spring 2023 negotiations</li> <li>• Culture and Climate Committee</li> <li>• Panorama survey incentives</li> <li>• Training teachers and leaders in culturally responsive practices</li> <li>• ISS and PBIS Monitors</li> </ul>

# Pillar #4

## All students learn to read and succeed

### Transformation 3.0 Results

GOALS	Progress	19-20	20-21	21-22	22-23
4.1 By the end of each school year, 80% of students will demonstrate a minimum of one years growth in reading. ▪ Data Source: School District STAR Assessment (Fall / Winter / Spring)	Not Met	37% No Spring Assessment due to COVID	24%	35%	40% Spring Assessment Pending
4.2 By 2020, 90% of our students will be prepared for the college and/or career of their choice upon graduation from high school.	Met	89.6%	89.3%	92.0%	Data Collection in Progress
4-Year Graduation Rate		72.3%	89.3%	92.0%	Pending End of SY 22-23
4.3 By the end of the 2021 school year, 80% of third graders will be reading on grade level.	Not Met	31% No Spring Assessment due to COVID	24%	27%	31% Spring Assessment Pending



### Transformation 4.0 Goals & Strategic Activities

Goal/Measures	Strategic Activities
1. <b>Early Childhood</b> - By 2026, a minimum of 90% of PK4 scholars will demonstrate mastery of kindergarten readiness skills	<ul style="list-style-type: none"> <li>Implement the ready-to-learn framework for all PK scholars</li> <li>Develop and implement a “Begindergarten” program with early learning transition plan</li> <li>Use Teaching Strategies Gold (TSG) approach to address early assessment and support practices for identified literacy objectives for development and learning</li> <li>Standards-Based Curriculum Plan in each content area</li> <li>Quarterly Common Formative and Summative Assessments in each content area (K-12)</li> <li>Blended-Learning lesson planning tool</li> <li>K-5 Reading Intervention Teachers use of Individualized Reading Plans</li> <li>Districtwide Multi-Tiered Systems of Support (MTSS)</li> <li>High School and Beyond Plan</li> <li>Expansion of Learn &amp; Earn Program</li> <li>Career Pathways to include Industry Recognized Credentials</li> <li>CTE Standards-Based Curriculum</li> <li>K-12 Computer Science &amp; Coding Pathway</li> <li>Professional Developed aligned to Technology Integration Matrix</li> <li>Sheltered Instruction Observation Protocol (SIOP) training pathways</li> <li>Co-Teaching feedback and coaching cycles</li> </ul>
2. <b>Curriculum &amp; Instruction (K-12)</b> - By the end of 2026, each scholar will have access to grade-level content within current curriculum resources 100% of the time.	
3. <b>College &amp; Career Readiness / Career Technical Education (CTE)</b>  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 9 <sup>th</sup> graders will have a 2.0 or higher GPA.	
4. <b>Virtual Learning &amp; Technology Integration</b> - 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. <b>English Speakers of Other Languages (ESOL) / English Language Learners (ELL)</b> –  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.	

# Pillar #5

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

### Transformation 3.0 Results

GOALS*	Progress	19-20	20-21	21-22	22-23
5.A- By 2023 increase the number of volunteers and mentors by at least 10%.	Met	3600 volunteers	4500	4700	Retention On-going
5.B - By 2025 Increase the number of active partners with a mission to provide employees/volunteer to support schools.	Met	50 ( incl. clergy)	65	78	85
5.C - Increase community satisfaction levels.	Met	135	175	191	200 Retention
5.D - Increase public/private funding to support District/Board goals.					
District SLPS Foundation	Met	\$544,500/ \$2.7 M	1.3 M 3.3M	1M 3.8 M	\$756,700 N/A



### Transformation 4.0 Goals & Strategic Activities

Goal/Measures	Strategic Activities
<p><b>Increase volunteer/mentor engagement:</b> Facilitate the onboarding and training of all volunteers including parents, community and faith-based supporters.</p> <p><b>Increase support of trained volunteers:</b> By 2025 implement a volunteer tracking database to facilitate the notification process for active volunteers, deploy to schools and track effectiveness.</p>	<ul style="list-style-type: none"> <li>Establish a volunteer database to help facilitate contact, notification and assignment of volunteers.</li> <li>Increase the number of eligible students participating in <b>Finish Line</b>.</li> <li>Seek out new partners whose missions align with the District's.</li> <li>Reestablish the bi-annual Partner Fair (Covid pause) to help orient, train and draft agreements for new or outdated MOUs. Coordinate the MOU with help from Internal Audit.</li> <li>Continue build media relationships and tell compelling stories of successes across all schools. Increase engagement using program analytics to track effectiveness of communications to all stakeholders. (i.e. New this year -- Peach Jar, Podcasts, Tik Tok, SMS texting.)</li> <li>Continue to engage students in the SLPS-Studio (i.e. classes, internships).</li> <li>Establish a Development database for accepting good and donations.</li> <li>Provide more opportunities to contribute goods/resources/funds.</li> <li>Continue programming that focuses on the needs of children and families (i.e., PAC support, Educators for Gun Safety, Distribution of ARP funds.)</li> </ul>
<p><b>Increase active partners:</b> By 2025 increase partner engagement and active MOUs by 10 percent. Assist in tracking MOU's and expirations.</p>	
<p><b>Increase community feedback:</b> Use Panorama data, Feedback Line, digital analytics and targeted surveys to gauge effectiveness of communications, programs and satisfaction levels among stakeholders.</p>	
<p><b>Increase Public/Private Funding:</b> By 2025 - District Development Office and the SLPS Foundation collaboration will increase funding by 10 percent.</p>	



# Questions