Comprehensive School Improvement Plan (CSIP) Transformation 4.0 Update

"Gearing Up 4 the Future"

Presentation to the Board of Education

Pillar Leads

February 28, 2023

WHAT IS THE NORTH STAR FOR EACH PILLAR?

1 Create a System of Excellent Schools

2 Advance Fairness & Equity Across the System

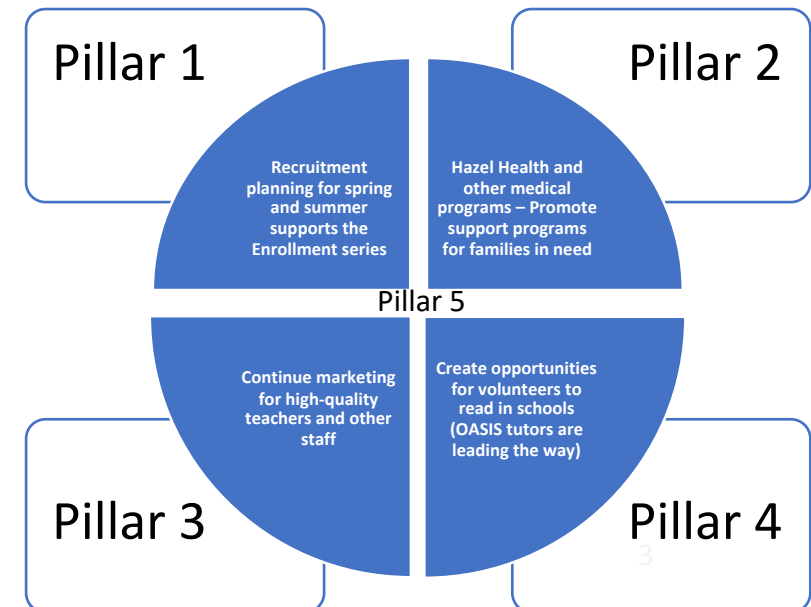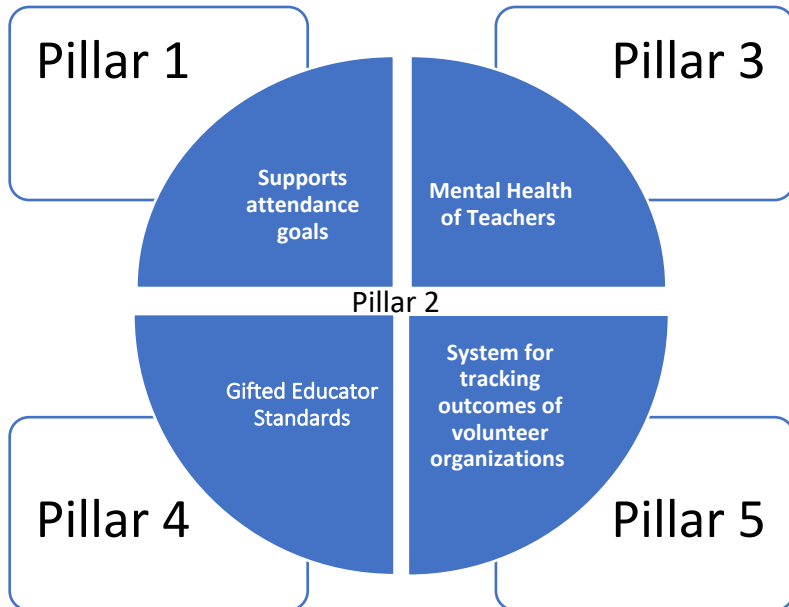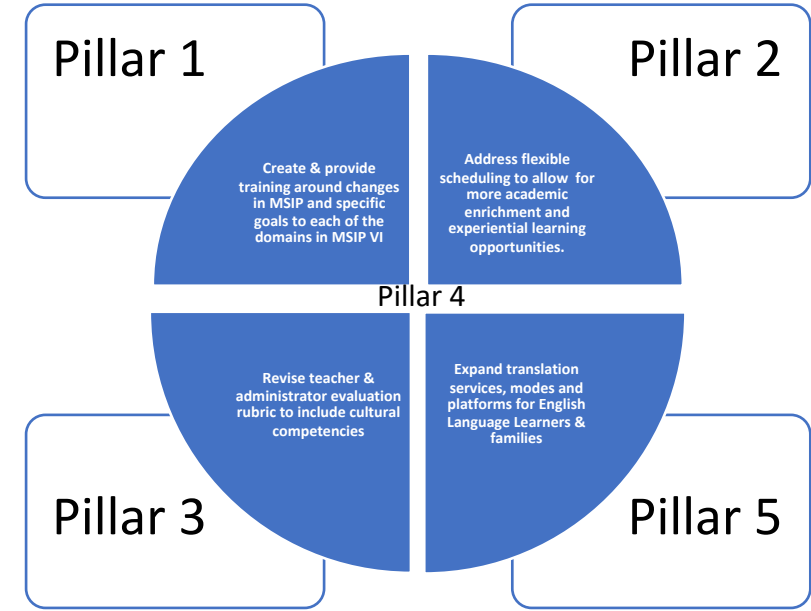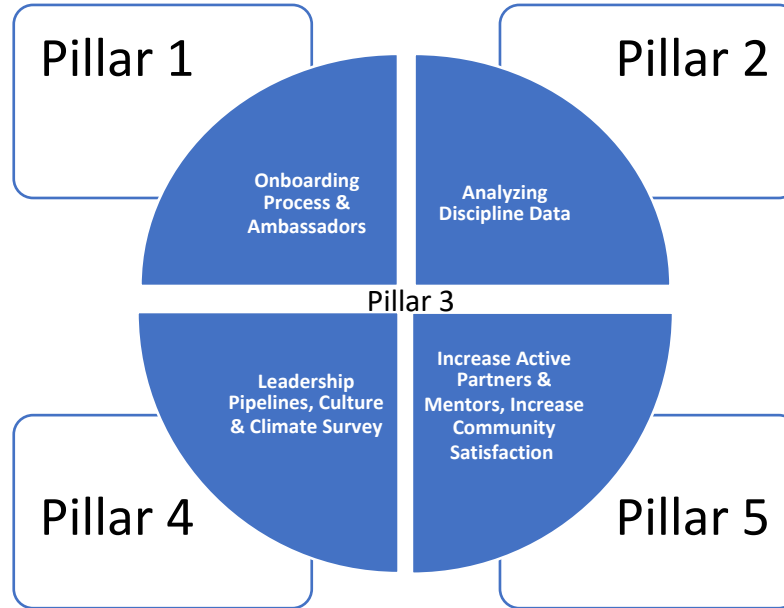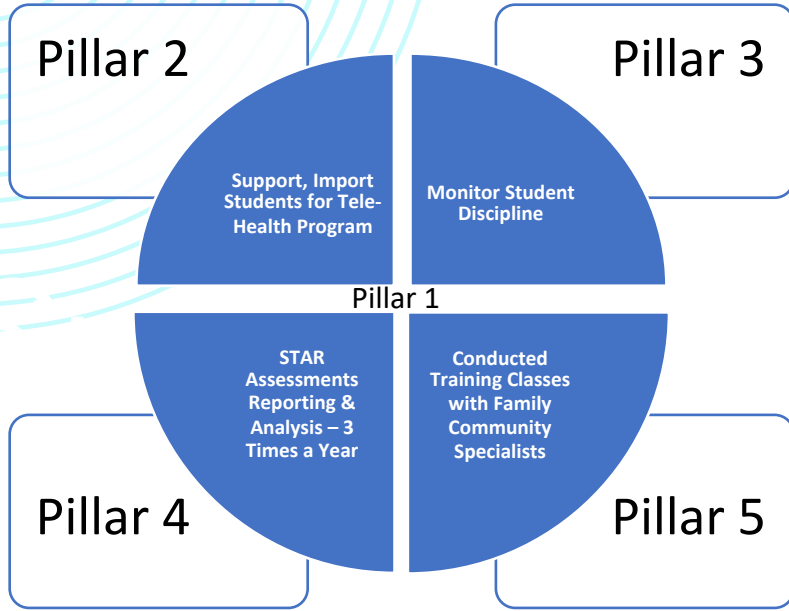**3** Cultivate Leaders Who Foster Culturally Responsive Learning Environments

4 All Students Learn to Read and Succeed

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

Pillar Coherence

Pillar 1

- Pillar 2 — Support, Import Students for Tele-Health Program
- Pillar 3 — Monitor Student Discipline
- Pillar 4 — STAR Assessments Reporting & Analysis – 3 Times a Year
- Pillar 5 — Conducted Training Classes with Family Community Specialists

Pillar 2

- Pillar 1 — Supports attendance goals
- Pillar 3 — Mental Health of Teachers
- Pillar 4 — Gifted Educator Standards
- Pillar 5 — System for tracking outcomes of volunteer organizations

Pillar 3

- Pillar 1 — Onboarding Process & Ambassadors
- Pillar 2 — Analyzing Discipline Data
- Pillar 4 — Leadership Pipelines, Culture & Climate Survey
- Pillar 5 — Increase Active Partners & Mentors, Increase Community Satisfaction

Pillar 4

- Pillar 1 — Create & provide training around changes in MSIP and specific goals to each of the domains in MSIP VI
- Pillar 2 — Address flexible scheduling to allow for more academic enrichment and experiential learning opportunities.
- Pillar 3 — Revise teacher & administrator evaluation rubric to include cultural competencies
- Pillar 5 — Expand translation services, modes and platforms for English Language Learners & families

Pillar 5

- Pillar 1 — Recruitment planning for spring and summer supports the Enrollment series
- Pillar 2 — Hazel Health and other medical programs – Promote support programs for families in need
- Pillar 3 — Continue marketing for high-quality teachers and other staff
- Pillar 4 — Create opportunities for volunteers to read in schools (OASIS tutors are leading the way)

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	Monitor weekly Average Daily Attendance and 90/90	Challenging	ADA - 85% 90/90 - 80%	In Progress
SLPS will reinforce advanced accreditation goals. All schools will earn a minimum of 70% in MSIP VI Annual Performance Report metrics	Transportation Audit by Council of Greater City Schools	Assigned (Timeline)	Reduce driver call off by 10% Filling vacancies by 10%	In Progress

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.

2022 MSIP 6 Comprehensive Guide.pdf

ELA CONTINUOUS MPI STATE & DISTRICT, SCHOOL NAME, 2021-22 RESULTS

	ELA
State	385.1
District	329.9
School	308.3
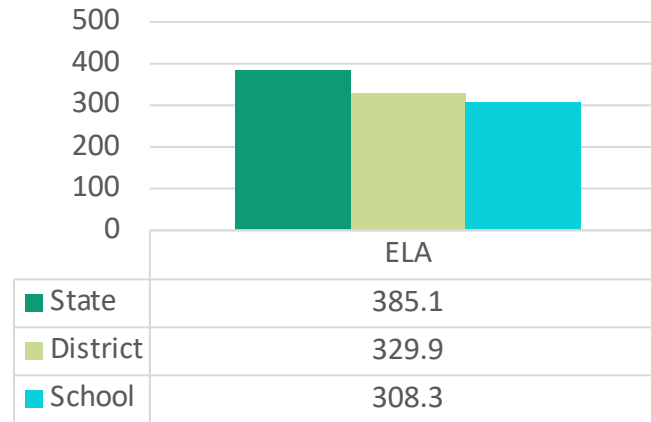
Floor	100-299.9	0
Approaching	300-380.9	4
On Track	381-399.9	6
Target	400-500	12

Goal 381

6

ADA

	Monday	Tuesday	Wednesday	Thursday	Friday
Week of January 2	No School	No School	80.04	82.58	80.33
Week of January 9	83.02	84.31	84.09	83.64	81.28
Week of January 16	MLK Day	83.48	83.40	82.81	79.68
Week of January 23	82.44	83.46	Weather Day	81.89	81.01
Week of January 30	Weather Day	75.76	83.55	85.21	80.05

90/90

	Goal			
	2021-22	2022-23	2023-24	
	46.3%	81.0%	89.0%	
Average		63.7%	85.0%	
Status				Floor
Increase				Floor
Points Earned	0	0	3	

Floor	0-79.9%	0
Approaching	80.0% - 89.9%	2
On Track	85.0% - 89.9%	3
Target	90.0% - 100.0%	4
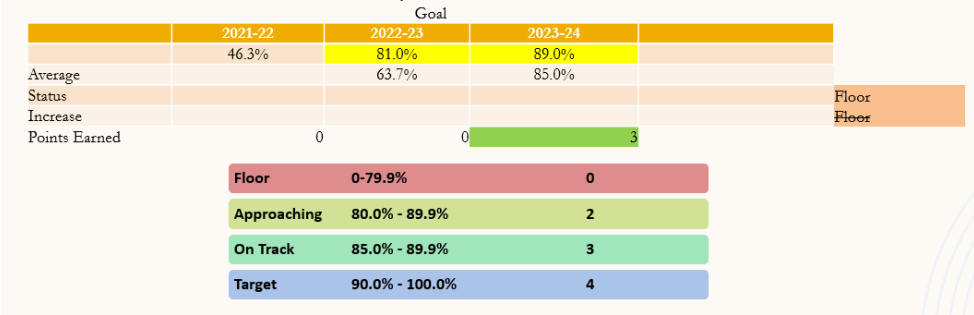
PRIOR YEAR COMPARISON

Week 20	Week 21	Week 22
51.1%	**51.4%**	**50.8%**
46.2%	**46.3%**	**45.2%**
4.8%	**5.1%**	**5.6%**

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
Equitable student health access SLPS will provide access to medical care for all students through telehealth medical services	Provide telehealth training to school nurses and medical designees in every school.	Completed	(1) 80% of School Nurses and medical designees in schools will be provided training in the use of telehealth services	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

2C EQUITABLE STUDENT HEALTH ACCESS

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

*81 students with a minimum score of 110 (73rd percentile) have been identified for further evaluation.

2A: ELECTIVE COURSES

5% increase in elective courses offered at high priority high schools from 2021-2022 to 2022-2023.

MENTAL HEALTH SERVICES

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

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

RETENTION

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	49%	56%

Pillar 4 Monitoring Spotlight

SMARTIE Goal	KPA	KPA Status	KPI	KPI Status
By the end of 2026, each scholar will have access to grade-level content within current curriculum resources 100% of the time.	Curriculum Equity Audit	On Target	Increased diversity in experts, authors, and artists for all content areas. Increase in the number of core texts in ELA, providing more choice and voice opportunities for selected reading. Diversity Focused Professional Development in Secondary Mathematics. Expanded opportunities for field experiences and the addition of manipulative resources in Math and Science. Increased Representation of diverse artists in visual and performing arts. Tier2 and 3 MTSS supports added to all Curriculum Plan Documents.	Complete

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**

English 2 Author Representation

| 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. |

ENGLISH 2 | COUNT OF CORE TEXTS IN STANDARDS-BASED CURRICULUM PLAN
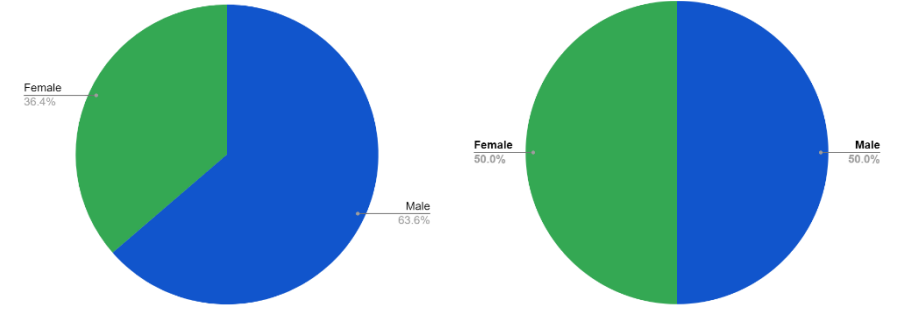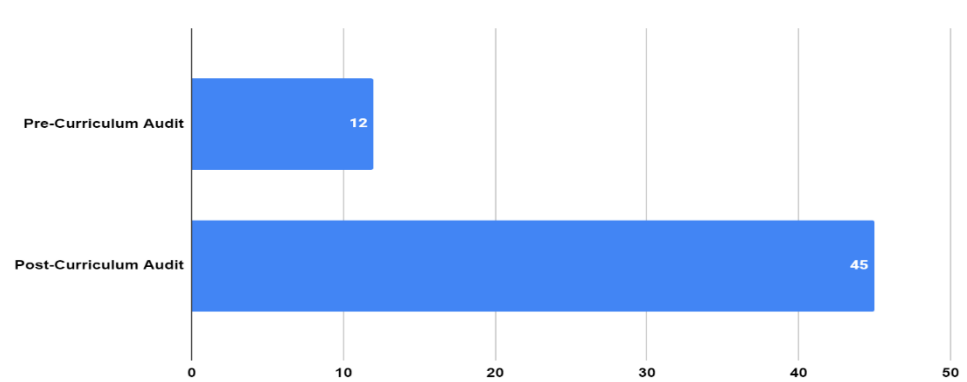
Pre-Curriculum Audit   Post-Curriculum Audit
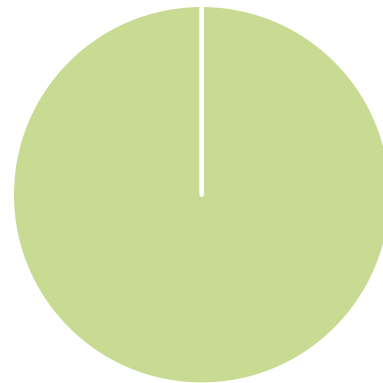
MTSS TIER 2 & TIER 3 CONTENT AREA IMPACTED

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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. |
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Elementary ELA
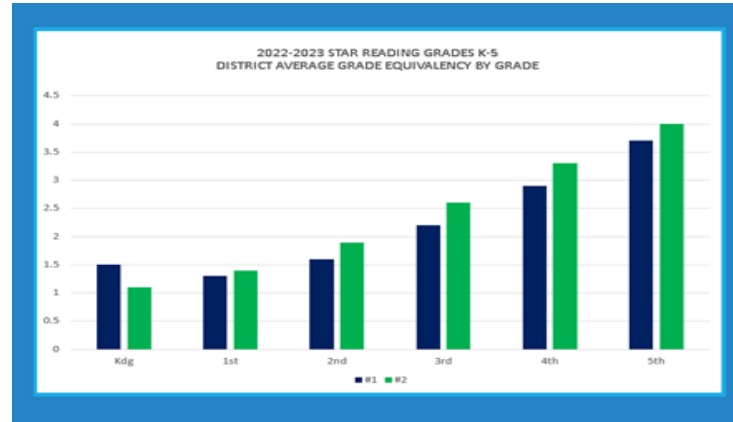
Secondary ELA
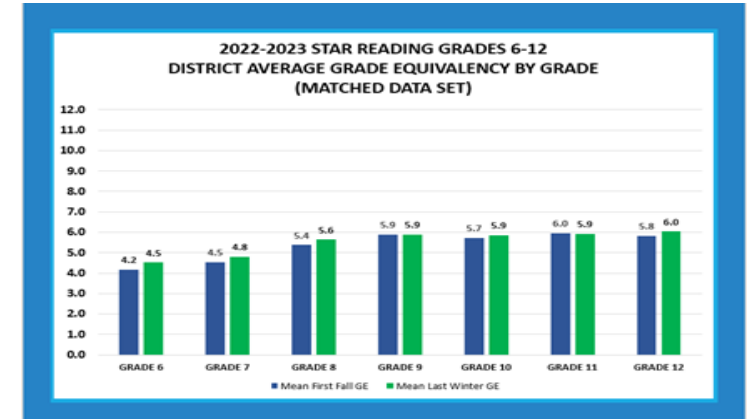
Elementary Math
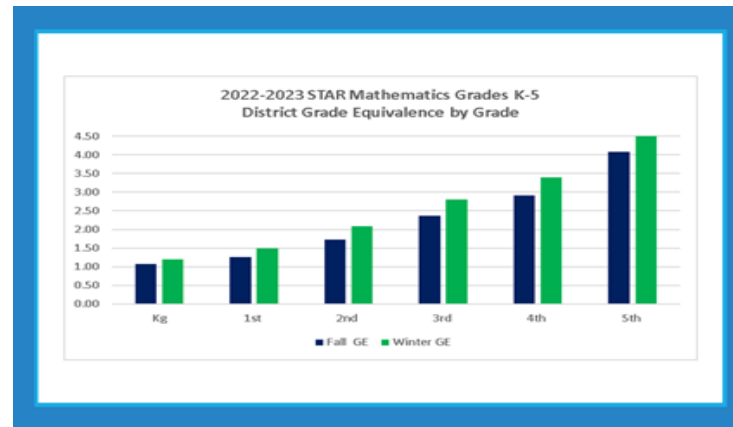
Secondary Math
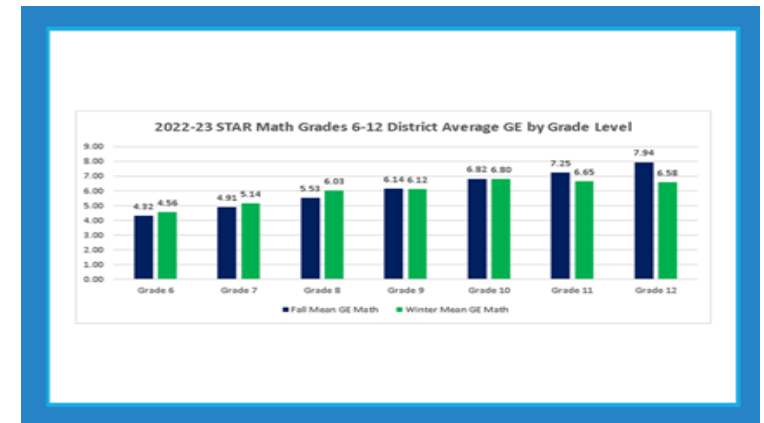
QUARTERLY EVIDENCE OF IMPACT REVIEW
(SPRING 2023 LINKED ABOVE)

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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
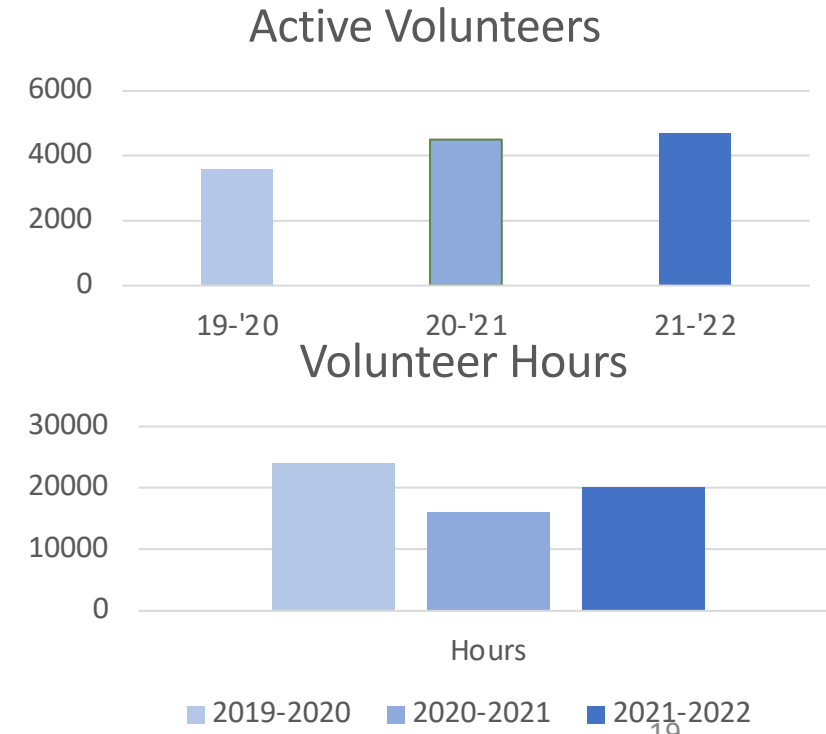
SMARTIE GOALS
Goal/Measures

1. By 2024-2025, increase the number of volunteers/mentors by 10 percent.

2. By 2024-2025 Increase the number of strategic partnerships (MOU targeted to school support) by 5 percent.

3. By 2024- 2025, Increase the number of active partners (providing special support) by 10 percent.

4. By 2024-2025, grow level of public ($500,000) /private funding($2 million) by 5 percent.

Public Funding

■ 2021-2022   ■ 2022-2023

Nonprofit Partners

■ Last Year   ■ This Year
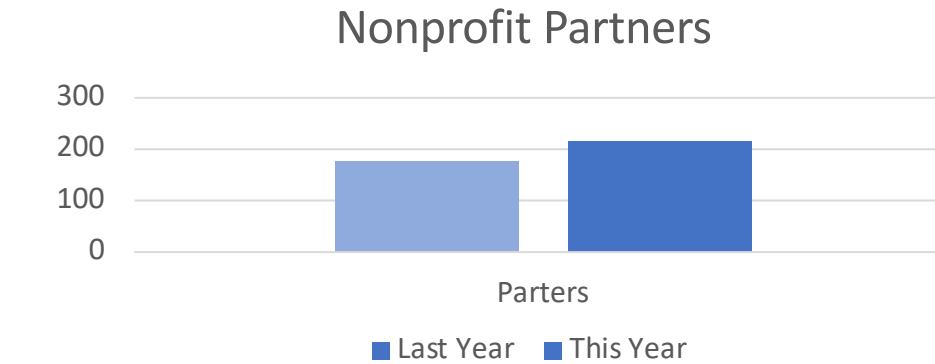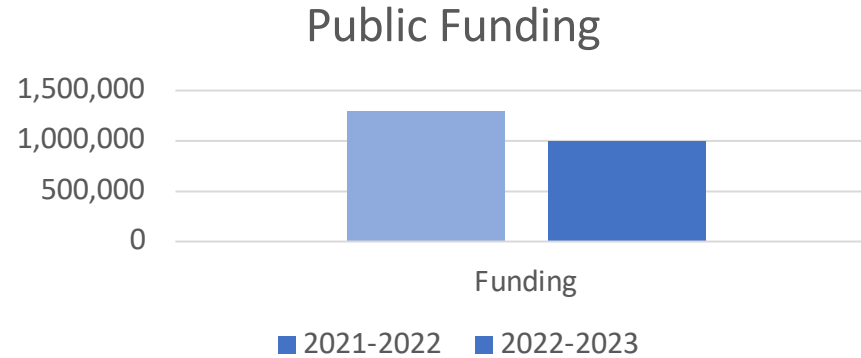
Marketing and Communications
HR Spring 2022 Teacher Hiring Campaign
16.37% increase in web traffic
21.74% increase in unique page views
Nearly 30% increase on traffic coming from external sites

Volunteer By Area

Guest Speaker 10%
Seasonal 15%
Non formal 30%
Project Based 45%
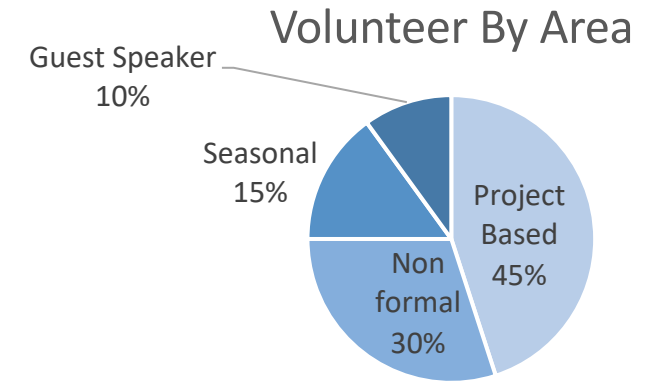
Project based - tutoring, mentoring, chess-club, reading, life skills support, sporting activities, virtual support
Informal - parental support, school visits, PTOs

Active Volunteers

■ 2019-2020   ■ 2020-2021   ■ 2021-2022

Volunteer Hours

■ 2019-2020   ■ 2020-2021   ■ 2021-2022

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Pillar 5 – Highlights of Cross Functional Work Among All Teams

PILLARS	Key Performance Actions	Measurement
Pillar 1 – Create a System of Excellent Schools	✓ Monitor progress of students receiving volunteer support ✓ Conducted Training Classes with Family Community Specialists ✓ Share compelling stories about District staff, students and community ✓ Created a Dashboard for the Prop S Programs (in approval stage) ✓ Work closely with the Citywide Plan team to communicate progress and increase understanding in the community ✓ Continue supporting leadership transition ✓ Recruitment planning for spring and summer supports the Enrollment series	• Panorama data, feedback lines and surveys. • Creating a check in system that will help better monitor volunteers and partner support • Continue to build our YouTube Channel • Each year, our goal is to make it to every school for a celebration of success • Working on streamlining the Enrollment Process
Pillar 2 – Advance Fairness & Equity Across the District	✓ Work closely with ELL and SIT teams to strengthen communication and understanding ✓ Hazel Health and other medical programs – Promote support programs for families in need ✓ Support the efforts of the PAC and the Legislative Committee ✓ Verizon Lab at Long Middle is the newest example of bringing resources ✓ Created the Equity Plan	• Increase number of teacher/staff/student features created in celebration of achievement • Increase public awareness of programs like *Educators for Gun Safety* and the *Legislative Committee* and *Citywide Plan* • Increase the reach of Lobby Day at the Capitol for PAC participants • Continue to increase local and national coverage
Pillar 3 – Cultivate Teachers and Leaders Who Foster Culturally Responsive Learning Environments	✓ Continue marketing for high-quality teachers and other staff ✓ Support the Lincoln University training program ✓ Work to provide volunteer support for areas as needed ✓ Promote some of the cutting-edge work being done in our classrooms including new programs and equipment	• Marketing is gearing up for another Recruitment campaign for HR (Spring) • Promote safety and security districtwide along with the new compensation structures
Pillar 4 – Ensure Students Learn to Read and Succeed	✓ Create opportunities for volunteers to read in schools (OASIS tutors are leading the way) ✓ Strengthen partnerships with STL Library (MOU) ✓ Promote Celebrity "read-ins" at all schools annually ✓ Work with the Book Mobile to include our city schools or create our own program with "Bring Me A Book"	✓ Use Panorama data, Feedback Line, digital analytics and targeted surveys to gauge effectiveness of communications. ✓ Monitor Star data to see what programs are working

Questions

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