

UPDATED

COMPREHENSIVE SCHOOL

IMPROVEMENT PLAN

(CSIP)

ST. LOUIS
PUBLIC SCHOOL DISTRICT

Approved by the
Special Administrative Board

October 14, 2008

**St. Louis Public Schools
Special Administrative Board**

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Introduction

The St. Louis Public School District is at an historic crossroads. The environment in which the District operates is rapidly changing. Recent history has seen the District striving to meet a double challenge: coping with a shrinking tax base and declining funds, while striving to close the achievement gap and move all students forward academically.

In many respects, St. Louis schools face the same challenges as other comparable urban districts. The one striking difference is that St. Louis has a rich history of innovation and success in education. From the city's early history, St. Louis Public Schools provided stabilization, structure and support to the community. Established in 1838, the District was the first in the nation to offer free, public kindergarten, to open the first public high school west of the Mississippi, to build a high school for African-Americans, to develop an audiovisual department and to house its own television station. National recognition has been received for these and other accomplishments over the years.

Over the last half century several factors have shaped the District. St. Louis has operated one of the largest, most expensive court-ordered desegregation programs in the country. This was buoyed by the District receiving one of the first federal magnet school grants which has helped the District create magnet programs, some of them among the state's top performing schools. Charter schools, approved several years ago by the state for St. Louis and Kansas City, have offered alternatives to city parents. Capital Improvement Programs and bond issues provided for new school construction, remodeling and air-conditioning projects.

The District's enrollment has declined from over 100,000 in 1970 to 30,000 for 2007-08. Concurrently, poverty has risen among the families who send their children to public schools. Today, more than 85% of the District's students receive free or reduced lunch and over 7,000 or 20% are defined by the state as homeless. Special services offered to students and their families have increased, tapping into District funding and resources. These include special education, home tutoring, social and supplemental services.

Much of this has converged on the District over the past 4½ years. The Board of Education and recent superintendents have had to address financial and academic challenges, as well as concerns raised by local and state leaders. The declining student enrollment and dwindling financial base have forced school closings and consolidations. In addition to the declining enrollment, some of the other factors contributing to the District's financial challenges are increases in Charter school enrollment and subsequent expenses, implementation of a 4 year negotiated salary parity plan and significant reductions in state revenue. A series of superintendents have provided leadership to the District with each bringing his or her own vision and plan of action. There have been a variety of approaches to the restructuring of K-12 curriculum, the development of new initiatives and new schools, the delivery of professional development, the creation of leadership training programs and the structure of benchmark testing leading up to the Missouri Assessment Program (MAP) tests. State test scores have remained relatively constant with limited progress being made. District departments have been rearranged and some services outsourced.

We come to the current school year and the development of this Comprehensive School Improvement Plan (CSIP). The CSIP encompasses several key elements within the District. These include the focus on the Missouri School Improvement Plan (MSIP) process which the District will undertake in April 2009, the Comprehensive Long Range Plan (CLRP) which is an initiative of the Special Administrative Board (SAB) and reflects wide community engagement and long range goals, the District's Title I implementation plan and the Accountability Plan which the Department of Elementary and Secondary Education (DESE) has requested as a focused one-year monitoring system with the CSIP.

The Vision and Mission statements of the Board of Education and its Core Beliefs have not changed during the past 4½ years; the Board's goal continues to be to move the District forward to become the district of choice for families in St. Louis, providing a world-class education while being recognized nationally as a leader in student achievement and teacher quality.

This CSIP reflects the challenges, the uncertainties, the risks and the hopes that this District needs to confront in order to move forward to regain that position of innovation and success in education from many years ago. The operation and culture of the District must adapt to meet the needs of the students and to incorporate the wisdom and assistance that all the District stakeholders—taxpayers, families, corporations, students, staff—bring to the table. Looking to the future, a revitalized, fully accredited school district will aid in the city redevelopment efforts already moving forward and will produce future highly capable citizens and workers.

What follows this Introduction are the delineation of the District needs, how this Plan was shaped, and then a matrix of goals. These goals follow the standards for performance, process and resources as outlined by the Department of Elementary and Secondary Education (DESE) in its Missouri School Improvement Program (MSIP). The District will be evaluated by these standards in 2009.

Vision, Mission and Core Beliefs

VISION STATEMENT

St. Louis Public Schools is the district of choice for families in the St. Louis region that provides a world-class education and is nationally recognized as a leader in student achievement and teacher quality.

MISSION STATEMENT

We will provide a quality education for all students and enable them to realize their full intellectual potential.

CORE BELIEFS

- All children can learn, regardless of their socioeconomic status, race, or gender.
- The African American Achievement Gap can be eliminated.
- Parents must be included in the education process.
- Competent, caring, properly supported teachers are essential to student learning.
- The community must be involved in encouraging high achievement for all children.
- The St. Louis Public Schools are obligated to help students overcome any obstacles that may hinder their learning by forming partnerships with the entire community.

Needs Addressed By the Comprehensive School Improvement Plan

The updated CSIP responds to needs identified from several sources that are delineated below.

A. Needs Driven By No Child Left Behind (NCLB) and DESE's State Plan:

NCLB requires that all children be "Proficient" in reading, mathematics and science no later than 2014 as measured by grade level tests in grades 3-8. High school tests have been grade span tests and will now become end-of-course exams. The data for communication arts and mathematics show that while the District has made some gains, nevertheless, scores still fall below state requirements.

NCLB also specifies that subgroups—minority children, low income children, children with disabilities and children who do not speak English—must make the same progress that all other students make. Currently, curriculum and instruction programs supported by professional development efforts are underway to address the achievement concerns.

B. Needs Driven By the 2004 MSIP Accreditation Review:

The goal of the District is to be fully accredited by the state of Missouri. In 2004, using data from 2002-03, the state designated the District as "provisionally accredited." In 2007, the state designated the District as unaccredited and replaced the elected Board of Education with a three-member appointed Special Administrative Board (SAB).

C. Needs Driven By Teacher Surveys and Community/Parent Meetings

For the past several years, teachers have been surveyed to identify professional development needs believed to be important. Consistently, they identify needs related to communication arts (literacy, writing, reading), differentiated instruction (learning styles, instruction for individual and small group needs, cooperative learning, inquiry-based learning, working with exceptional children and inclusion), classroom and student management (discipline, classroom organization, managing instructional time) as well as student motivation and self-esteem. They have also identified working with instructional technology and strategies for identifying and teaching MAP standards as important areas for professional development. Parents and community members most consistently mentioned the need to improve the instructional rigor in the District, the desire for highly qualified principals and teachers in every school and improved District communication with the public. The CSIP addresses the needs identified by teachers and the community.

D. Needs Driven By the 1999 Desegregation Settlement Agreement

The CSIP embraces the objectives of the Desegregation Settlement Agreement, which continues through 2009. Student achievement is an important focus of the Agreement: Schools must increase by 3% the *number of students moving out of the bottom two levels of the MAP each year and move students into the top two levels*. Each school must meet this standard yearly to comply with the terms of the Agreement.

Attendance and *dropouts* are also of concern in the Agreement. The attendance goal is to have the District reach the state's average attendance rate. The dropout goal is to have the District's dropout rate come within 2% of the state's average.

The Desegregation Settlement Agreement also requires that the District maintain the following programs: *all day preschool* and *kindergarten*, *summer school*, *college prep* and *magnet schools*. The District has maintained all of these programs, although it has not met the additional Settlement goal of increasing the enrollment in preschool and magnet programs.

To the extent feasible, the District has met the Agreement's *library/media center* standards. It has also met the state's minimum *counselor/student*

ratio and in almost all cases meets the state's desirable standards, a goal of the Agreement. The Settlement's goal for *class size* is that the District will meet state "desirable" standards for grades K-4.

SLPS has met requirements of other Settlement standards including the number of *course offerings*, the goals related to *teacher recruitment*, the *reconstitution* of under-performing schools and the adoption of *model programs*. Most terms of the Agreement related to *technical education* and inter-District student transfers have been met.

E. Needs Driven By the 2004 Report of the Council of Great City Schools (CGCS)

In a detailed study of the District during the 2003-04 school year, the CGCS commended the District in a number of areas, including the Board's initiative in taking risks and making bold decisions. It praised the District's program for ESOL students, the dropping of unsuccessful "reform models," the District's policies supporting professional development and accountability and indicated that good data on school performance was available in each school. The Report commended the District for its Parents as Teachers program, its full-day kindergarten program and the formal commitment made to parental involvement. Additionally, the District was complimented for the introduction of cross-categorical, self-contained special education classrooms and the fact that the District has received few complaints related to the handling of special education.

The Council identified a number of areas for improvement (many of which have been addressed) including the need to adopt a new reading program, increase the use of curriculum-embedded assessments to monitor instruction, increase the use of data to drive instruction and allocate District resources to schools based on need.

The Organization of the Comprehensive School Improvement Plan

This current Plan not only reflects the needs that have been outlined above, but it is unique in that it represents a compilation of elements that have impact on the District.

© **Comprehensive Long Range Plan (CLRP):** The SAB approved in November 2007 the development of a CLRP and put in motion a process that would fully engage all sectors of the community in the creation of that Plan. Under the banner of "Building Our Future: One Community, One School, One Child at a Time", a variety of focus groups met followed by two Saturday summits that included thousands of participants. Out of the summits emerged 90 strategies which were culled to 68 strategies that would be implemented in the 2008-09 school year. The remainder of the strategies will be implemented as time and resources become available. **The CLRP is denoted in bold type within the CSIP document.**

© **Missouri School Improvement Plan (MSIP):** The Department of Elementary and Secondary Education (DESE) will visit the St. Louis Public School District in April 2009 for its MSIP review. The objectives and strategies within this CSIP are carefully articulated to the MSIP process, performance and resource standards.

© **No Child Left Behind (NCLB):** The District developed its NCLB Improvement Plan for the 2008-09 school year and those strategies are included.

© **Title I:** The District developed its revised Title I implementation plan for the 2008-09 school year and those strategies are included.

© **A+ Schools:** All District high schools have applied for A+ Schools designation and will work toward implementing all the requirements for

achieving that status by 2011. The three mandatory goals are included within the CSIP.

© **Accountability Plan:** DESE has requested the District identify targeted objectives and strategies tied to MSIP that can be carefully monitored during the 2008-09 school year. The Accountability Plan uses the District's Scorecard as the tool for evidence of implementation and effectiveness. The Scorecard is the measurement and assessment document the District uses to track progress on key areas that include MAP test scores, attendance, dropout and graduation rates. The components of the Accountability Plan are denoted with an underline in the CSIP document.

Monitoring of the Comprehensive School Improvement Plan

Because the Comprehensive School Improvement Plan (CSIP) is a careful and deliberate compilation of plans and initiatives in which the District is engaged, monitoring of it will need to occur on several levels to ensure coordination and accountability. The monitoring plan is comprised of three areas:

1. A District Monitoring Team will hold monthly meetings which will include the heads of all major District departments, all Education Officers, any other persons accountable for results as indicated by the column in the CSIP labeled "Department Responsible/Staffing Responsible" and persons from the Missouri School Boards Association (MSBA) and the Department of Elementary and Secondary Education (DESE). A report will be provided at each meeting for each goal that will include a verbal accounting and a four-point rating scale.
2. All school principals will receive a copy of the CSIP and will be expected to coordinate their School Improvement Plan (SIP) to the CSIP. This will be monitored monthly by the grade level Education Officer and measured by the School Scorecard.
3. The Accountability Plan will use the District Scorecard as measurement and will be monitored monthly as part of the work of the District Monitoring Team.

Row #	Departmental Objective Description	Departmental Strategy Description	Department Responsible/ Staffing Resp.	Fund Source	Begin End	MSIP Linkage	Evidence of Implementation/Effectiveness
1	To develop procedures and implementation strategies to train 100% of instructional staff to utilize the MSIP Classroom observation form	DESE staff will be utilized to train instructional coaches who in turn will train all school staff.	Academics <i>Instructional Coach Coordinator</i>	GOB	Jul-08 thru Jun-09	9.1.; Performance; Achievement	<u>PD evaluations and program evaluations</u>
2	To develop procedures and implementation strategies to train 100% of instructional staff to utilize teacher-made assessments aligned to the curriculum and reflecting the appropriate level of Depth of Knowledge	DESE staff will be utilized to train instructional coaches who in turn will train all school staff.	Academics <i>Instructional Coach Coordinator</i>	GOB	Jul-08 thru Jun-09	9.1.; Performance; Achievement	<u>PD evaluations and program evaluations</u>
3	To ensure that 100% of students graduate from high school (DESE A+ requirement)	The District will review supports needed for students to graduate from high school at an increased rate of 5% per year.	Academics <i>High School Education Officer</i>	GOB	Aug-08 Thru Ongoing	9.1.2.; Performance; Achievement	<u>Scorecard</u>
4	To ensure that 100% of students will complete challenging high school studies that have an identified set of learning expectations (DESE A+ requirement)	The District will annually review and analyze rates of high school courses and their outcomes in terms of grades and passing in order to adjust course contents and teachers as appropriate.	Academics <i>High School Education Officer</i>	GOB	Aug-08 Thru Ongoing	9.1.2.; Performance; Achievement	<u>Scorecard, graduation data and follow-up surveys</u>
5	To commit to 100% of students being both career and college ready as they proceed from high school to post-secondary opportunities (DESE A+ requirement)	The District will annually review the various options for career and college training provided at each school in order to make adjustments as appropriate.	Academics Comprehensive Long Range Plan Coordinator (CLRP#26)	GOB	Aug-08 Thru Ongoing	9.1.2.; Performance; Achievement	<u>Scorecard, graduation data and follow-up surveys</u>
6	To increase annually by 5% the percentage of graduates who attend postsecondary education	The District will provide a class for postsecondary planning to students and related professional development to staff.	Academics Comprehensive Long Range Plan Coordinator (CLRP#23,26)	GOB	Sep-08 Thru Sep-11	9.4.3.; Performance; Achievement	Program evaluations

7	To ensure that 85% of graduating seniors apply for admission to a postsecondary program or institution	The District will track the progress of seniors as they apply to postsecondary programs or institutions.	Academics <i>Comprehensive Long Range Plan Coordinator (CLRP#26)</i>	GOB	Sep-08 Thru Sep-09	9.4.3.; Performance; Achievement	Surveys, graduation data
8	To meet the State's mandated attendance rate of 95% for K-5, 93% for 6-8 and 90% for 9-12	The Academic Office will monitor the implementation of each school's attendance plan.	Academics <i>Education Officers (CLRP#29)</i>	GOB	Jan-06 Thru Ongoing	9.6.; Performance; Educational Persistence	<u>Scorecard and SIP review</u>
9	To meet the State's mandated attendance rate of 95% for K-5, 93% for 6-8 and 90% for 9-12	The District will hire attendance officers for the high schools with the consistently lowest rates of attendance.	Academics <i>Assistant Supt. Secondary (CLRP#28,29)</i>	GOB	Aug-08 Thru Ongoing	9.6.; Performance; Educational Persistence	<u>Scorecard</u>
10	To increase by at least 10% annually the number of AP classes offered in District high schools and the number of low-income students enrolled in AP classes and to show a 5% increase annually in the students who score 3 or above based on the test given	The Academic Office will monitor the overall improvement of the AP program through the use of the District Scorecard.	Academics <i>AP Coordinator (CLRP#24)</i>	U.S. Dept. Edu.	Jan. 07 Thru Ongoing	9.4.1.; Performance; Achievement	<u>Scorecard</u>
11	To Increase by at least 10% annually the number of AVID classes offered in District middle and high schools, and the number of low-income students enrolled in AVID classes	The Academic Office will monitor the overall improvement of the Pre-AP (AVID) program through the use of the District Scorecard.	Academics <i>AP Coordinator (CLRP#24)</i>	U.S. Dept. Edu.	Jan. 07 Thru Ongoing	9.4.1.; Performance; Achievement	<u>Scorecard</u>
12	To increase by 10% the number of prevocational and vocational courses in Grades 9 - 12	The District will increase the number of approved career and technical programs in each school and will work to ensure that students are selected and placed appropriately.	Career and Technical Education <i>Exec. Director (CLRP#4,25)</i>	GOB, Perkins	Jan-07 Thru Jan-11	9.4.2.; Performance; Achievement	Program evaluations, trend data, core data
13	To increase awareness of District technical education offerings	The Division will develop a comprehensive marketing plan for career and technical education program offerings.	Career and Technical Education <i>Exec. Director</i>	GOB Perkins	Jan-07 Thru Jan-11	9.4.2.; Performance; Achievement	Program evaluations, marketing plan

14	To maintain a high placement rate	The Division will continue its 90 and 180-day placement follow-up study.	Career and Technical Education <i>Spvs. Technical Programs</i>	GOB, Perkins	Aug-06 Thru Ongoing	9.4.4.; Performance; Achievement	Core data, follow-up report
15	To meet the State's mandated attendance rate of 95% for K-5, 93% for 6-8 and 90% for 9-12	The Student Support Services staff will work together as Care Teams with other school district staff, community agencies and family members to address barriers to student achievement that interfere with school attendance.	Student Support Services <i>Exec. Director</i>	GOB	Aug-07 Thru Ongoing	9.6.; Performance; Educational Persistence	Written plan
16	To continue and expand summer school offerings for students to increase enrollment by 5%	The District will assess the summer school offerings from the past few years, determining the variety of programs based on students' learning styles, and make adjustments to provide a rich array of experiences.	Academics Comprehensive Long Range Plan Coordinator (CLRP#12)	GOB	Jan-09 Thru Ongoing	6.1.4.; Process & Performance; Instructional Design & Practice	Summer school implementation plan, summer school evaluation plan
17	To decrease the percentage of students scoring below proficiency by 10% on the MAP tests	The education officers will monitor the use of current assessment results to plan instruction as specified in the School Improvement Plans.	Academics <i>Education Officers</i>	GOB	Aug-06 Thru Ongoing	6.2.2.; Process & Performance; Instructional Design & Practice	<u>Scorecard, walk-throughs, Reports of SIP Reviews</u>
18	To decrease the percentage of students scoring below proficiency by 10% on the MAP tests	The education officers will monitor classroom strategies that will accommodate the learning needs of individual students as specified in the School Improvement Plans.	Academics Comprehensive Long Range Plan Coordinator (CLRP#14,30)	GOB	Aug-06 Thru Ongoing	6.3.1.; Process & Performance; Instructional Design & Practice	<u>Scorecard, walk-throughs, and teacher evaluation data</u>

19	To improve MAP results in grades 3 - 5 communication arts by decreasing by 10% the students scoring below proficiency	The District will explore a variety of approaches to improving grades 3 - 5 communication arts including cluster writing workshops, young authors and the inclusion of MAP vocabulary in classroom lessons.	Academics <i>Elementary Education Officers</i> (CLRP#1,18)	GOB	Sep-08 Thru Ongoing	6.3.1.; Process & Performance; Instructional Design & Practice	MAP data
20	To improve MAP results in grades 6 - 8 communication arts by decreasing by 10% the students scoring below proficiency	The District will explore a variety of approaches to improving grades 6-8 communication arts including literacy circles, book clubs, Read 180, writing programs and labs.	Academics <i>Middle School Education Officer</i> (CLRP#1,19)	GOB	Sep-08 Thru Ongoing	6.3.1.; Process & Performance; Instructional Design & Practice	MAP data
21	To operate high quality after school programs in 100% of the schools that will show an 80% approval rating based on evaluations	The after school coordinator will work with all schools to ensure the high quality of after school programs.	Academics <i>Chief Academic Officer/Element.</i>	GOB	Aug-08 Thru Ongoing	6.3.3.; Process & Performance; Instructional Design & Practice	Program evaluations
22	To decrease the percentage of students scoring below proficiency by 10% on the MAP tests	The Academic Office will monitor the overall improvement of educational programs, practices and procedures through the use of the MSIP Observation Form.	Academics <i>Assistant Supt./Secondary</i>	GOB	Aug-06 Thru Ongoing	8.1.1.; Process & Performance; School Services	<u>Scorecard</u>
23	To improve MAP results in English and communication arts based on the end of year course exams* <i>*(There will not be any baseline data available prior to 2010.)</i>	The District will explore a reading intervention program for credit and a writing class for students.	Academics <i>Exec. Director for Curriculum & Instruction</i> (CLRP#1,22)	GOB	Sep-08 Thru Ongoing	6.3.3.; Process & Performance; Instructional Design & Practice	MAP data
24	To develop procedures and implementation strategies to select instructors, train staff, develop time lines for testing and determine the percentage of the final course grade represented by the end of course testing	DESE personnel will be utilized to train all selected staff to grade the performance events on the tests, and for education officers and the principals to determine the point value of the test results towards a student's final course grade.	Academics <i>Assistant Supt./Secondary</i>	GOB	Aug-08 thru Jun-09	6.7.2.; Process & Performance; Instructional Design & Practice	MAP data, PD evaluations

25	To provide access for 25% of eighth graders to reading interventions in the middle school with future expansion based on results	The District will strengthen the 8th to 9th grade transition program and will explore ways to provide enhanced academic supports to students throughout the middle school experience.	Academics <i>Comprehensive Long Range Plan Coordinator</i> <i>(CLRP#19,20,21)</i>	GOB	Sep-08 Thru Ongoing	6.9.3.; Process & Performance; Instructional Design & Practice	Intervention plan, written report, trend data
26	To develop process and implementation strategies to train all site-based administrators to perform and document teacher evaluations	All site-based administrators will be trained by Human Resources staff to conduct and document teacher evaluations	Academics and Human Resources <i>Education Officers</i>	GOB	Jul-08 thru Jun-09	6.7.2.; Process & Performance; Instructional Design & Practice	PD evaluations, training agenda
27	To develop procedures and implementation strategies to collect and analyze classroom walkthrough data to reveal strengths and limitations of implementing walkthroughs	Site-based administrators and educational officers will meet monthly to review the logs of walkthrough data, determining key strengths and weaknesses and identifying the site-based professional development needs.	Academics <i>Education Officers</i>	GOB	Aug-08 thru Jun-09	6.7.2.; Process & Performance; Instructional Design & Practice	<u>Walk-throughs, site-based PD evaluations and periodic SIP reviews</u>
28	To refine the procedures and implementation strategies to train new staff and continue training existing staff in the model of Professional Learning Communities (PLC) with an emphasis on assessments	The Regional Professional Development Consortium will continue to work with site teams to refine the PLC process and to emphasize assessments.	Academics <i>Assistant Supt./ Secondary</i> <i>(CLRP#21,30)</i>	GOB	Aug-07 thru Jun-09	6.7.2.; Process & Performance; Instructional Design & Practice	Site-based PD evaluations, Reports of SIP Reviews
29	To provide principals and school leadership teams with quarterly data to inform decision-making	The District will implement an assessment plan, including MAP, TerraNova, DIBELS (K-3), CTB Benchmarks (3-8), Kaplan (9-12), Explore (8), PLAN (10), ACT/SAT, DRA and end-of-course exams.	Accountability <i>Assessment Manager</i>	GOB	Sep-06 Thru Ongoing	6.2.1.& 9.1.2.; Process & Performance; Instructional Design & Practice	<u>Scorecard, reports disaggregated by reportable subgroups</u>

30	To provide principals and school leadership teams with quarterly data to inform decision-making	The District will analyze and develop a report of student disaggregated assessment data for distribution to all departments.	Accountability <i>Accountability Officer</i>	GOB	Sep-06 Thru Ongoing	6.2.1.; Process & Performance; Instructional Design & Practice	<u>Scorecard, reports disaggregated by reportable subgroups</u>
31	To review disaggregated performance data annually	The District will prepare a review of assessment data of reportable subgroups for the SAB.	Accountability <i>Accountability Officer</i>	GOB	Jun-07 Thru Ongoing	6.2.3.; Process & Performance; Instructional Design & Practice	<u>Scorecard, reports disaggregated by reportable subgroups</u>
32	To provide principals and school leadership teams with quarterly data to inform decision-making	Principals will be provided with building-level disaggregated trend data to enable them to make informed programmatic decisions and interventions for underperforming subgroups.	Accountability <i>Comprehensive Long Range Plan Coordinator</i> (CLRP#3,30)	GOB	Sep-06 Thru Ongoing	6.2.4.& 9.1.3.; Process & Performance; Instructional Design & Practice	<u>Scorecard, reports disaggregated by reportable subgroups</u>
33	To provide principals and school leadership teams with quarterly data to inform decision-making	Principals will be trained in data analysis to use assessment results to identify gaps in performance and inform decision making and improvement planning.	Accountability <i>Comprehensive Long Range Plan Coordinator</i> (CLRP#3,30)	GOB &Grant	Sep-06 Thru Ongoing	6.3.4.; Process & Performance; Instructional Design & Practice	<u>Scorecard, reports disaggregated by reportable subgroups, PD evaluations</u>
34	To provide principals and school leadership teams with quarterly data to inform decision-making	Principals and their leadership teams will be provided with three-year trend data in achievement, attendance, graduation rates and previous year's discipline data.	Accountability <i>Executive Director</i> (CLRP#3,30)	GOB	Jan-09 Thru Ongoing	6.5.2.; Process & Performance; Instructional Design & Practice	<u>Scorecard</u>
35	To increase the number of schools in the District making AYP from 11-16	The District will provide intense intervention for a select group of schools using the SPT model.	Accountability <i>Executive Director Intervention & Support</i>	GOB	Sep-06 Thru Ongoing	6.7.2.; Process & Performance; Instructional Design & Practice	Program evaluations, PD evaluations

36	To increase the number of schools in the District making AYP from 11-16	The District will design and implement a district-wide, data-driven school improvement planning process.	Accountability <i>Accountability Officer</i>	GOB	Sep-06 Thru Ongoing	6.7.4.; Process & Performance; Instructional Design & Practice	Program evaluations, reports of SIP reviews
37	To provide a procedural plan that coordinates biennially the review of all programs and services	The District will design a reporting format for the evaluation of all programs and services to be provided to the SAB.	Accountability <i>Accountability Officer</i>	GOB	Sept.-08 Thru Ongoing	8.1.1.; Process & Performance; School Services	Program evaluations
38	To provide career and technical student organizations for 100% of approved program	The Division will increase high school student involvement in Career and Technical Student Organizations.	Career and Techn.Education <i>Exec. Director, Spvs. Technical Pgms.</i>	GOB	Jan-06 Thru Ongoing	7.3.2.; Process & Performance; Differentiated Instruction	Program evaluations, enrollment data
39	To provide experiential components and industry certifications for students in career and technical programs	The Division will ensure the continued implementation and expansion of experiential components, articulation agreements, and industry certifications for career and technical students.	Career and Technical Education <i>Exec. Director, Spvs. Technical Programs (CLRP#4)</i>	GOB & Perkins	Jan-06 Thru Ongoing	7.3.3.; Process & Performance; Differentiated Instruction	Program evaluations, all agreements and approvals
40	To assess annually the District's career and technical programs	The Division will continue a yearly independent program evaluation to be presented to the Board of Education.	Career and Technical Education <i>Exec. Director</i>	GOB & Perkins	Jan-06 Thru Ongoing	7.3.4.; Process & Performance; Differentiated Instruction	Program evaluations and minutes of the SAB
41	To serve as a conduit for connecting corporate and community resources to students and the District	The Division will continue and expand its outreach to businesses, colleges, and community agencies for programs and services to support K-12 students.	Career and Technical Education <i>Exec. Director (CLRP#4)</i>	GOB & Perkins	Jan-06 Thru Ongoing	7.6.1.; Process & Performance; Differentiated Instruction	Program evaluations, trend data
42	To increase the level of adult participants by 5% in available programs	The District will expand opportunities for the delivery of GED, ESOL and Literacy services, and Adult Technical Education.	Career and Technical Education <i>Exec. Director</i>	WIA and Title II	Jan-06 Thru Ongoing	7.6.2.; Process & Performance; Differentiated Instruction	Program evaluations, trend data

43	To increase by 5% the number of volunteers available to work with schools	The District will initiate a campaign to stimulate volunteerism in neighborhood schools, will establish advisory committees and identify funding sources.	Community Education <i>Exec. Director, Volunteer Svs. Coordinator</i> (CLRP#11)	GOB	Aug-08 Thru Ongoing	7.6.1.; Process & Performance; Differentiated Instruction	Reports of SIP review
44	To ensure that 80% of the students who attend Community Education Centers (CEC) and the local community adult population have a positive experience as they participate in CEC programs	Community Councils work with school principals, community education staff, students and local partners to examine local data, surveys and community conversations to identify needs and interests that provide the basis for program offerings.	Community Education <i>Exec. Director</i>	GOB & CDA Grant	Aug-06 Thru Ongoing	7.6.1.; Process & Performance; Differentiated Instruction	Surveys, trend data
45	To ensure that 80% of the students who attend Community Education Centers (CEC) and the local community adult population have a positive experience as they participate in CEC programs	The District hosts monthly Community Council and Community Council Chairpersons meetings to examine local data and identify common issues and concerns.	Community Education <i>Exec. Director</i>	GOB & CDA Grant	Aug-06 Thru Ongoing	7.6.1.; Process & Performance; Differentiated Instruction	Meeting records, trend data
46	To ensure that 80% of the students who attend Community Education Centers (CEC) and the local community adult population have a positive experience as they participate in CEC programs	Individual CECs conduct program evaluation, community needs assessment, community program surveys a minimum of two (2) times per year.	Community Education <i>Exec. Director</i>	GOB & CDA Grant	Aug-06 Thru Ongoing	7.6.1.; Process & Performance; Differentiated Instruction	Surveys, program evaluations
47	To ensure that 80% of the students who attend Community Education Centers (CEC) and the local community adult population have a positive experience as they participate in CEC programs	The District will continue to maintain a joint funding stream with St. Louis City Community Development Administration.	Community Education <i>Exec. Director</i>	GOB & CDA Grant	Aug-06 Thru Ongoing	7.6.1.; Process & Performance; Differentiated Instruction	Budget reports
48	To ensure that 80% of the students who attend Community Education Centers (CEC) and the local community adult population have a positive experience as they participate in CEC programs	The Community Education program brochure advertising classes such as music, health, fitness, leadership development, Gear Up, career exploration, and Family Math and Science will be published	Community Education <i>Exec. Director</i>	GOB & CDA Grant	Aug-06 Thru Ongoing	7.6.2.; Process & Performance; Differentiated Instruction	Brochures, trend data and CDA reports

		three times per year and mailed to every household within the city.					
49	To ensure that 80% of the students who attend Community Education Centers (CEC) and the local community adult population have a positive experience as they participate in CEC programs	Classes for community adults are offered such as: ALE/ABE, GED, adult education, Bosnian, Spanish, Vietnamese, basic technology and software instruction, trades training, money management, business skills, career exploration, home improvements, health and cultural programs.	Community Education <i>Exec. Director</i>	GOB & CDA Grant	Aug-06 Thru Ongoing	7.6.2.; Process & Performance; Differentiated Instruction	Brochures, trend data
50	To provide professional development that supports instruction and pedagogy leading to increased achievement in the Mathematics and Science Grade Level Expectations, as measured by increased number of students achieving at the top two levels on the MAP	The District will develop a process, including roles, responsibilities and accountability measures, for establishing a core of exceptional district teachers to serve as professional development presenters.	Curriculum & Instruction <i>Exec. Director</i>	Parsons Blewett	Aug-06 Thru Ongoing	6.7.4.; Process & Performance; Instructional Design & Practice	<u>Scorecard, Program evaluations</u>
51	To maintain the alignment of District's curricula to state standards and grade or course level expectations	The District will develop tools to identify the coverage and emphasis placed on state standards and expectations within the District's curricula.	Curriculum & Instruction <i>Exec. Director</i>	GOB	Aug-05 Thru Ongoing	6.1.1.; Process & Performance; Instructional Design & Practice	Reports from CLEAR, Kaplan and Acuity

52	To improve reading skills of Kg-8 District students reading at grade level by 5%	The literacy needs of students will be assessed when students enter school using the Diagnostic Reading Assessment (DRA).	Curriculum & Instruction Exec. Director (CLRP#1)	GOB	Aug-08 thru ongoing	6.2.1.; Process & Performance; Instructional Design & Practice	DRA post test scores
53	To align District assessments such as Kaplan and Acuity with District curricula	The District will analyze assessments to determine their alignment to the District's curricula.	Curriculum & Instruction Exec. Director	GOB	Aug-05 Thru Ongoing	6.2.5.; Process & Performance; Instructional Design & Practice	Reports from CLEAR, Kaplan and Acuity
54	To establish requirements for grade promotion	All appropriate departments will cooperate in developing grade promotion requirements.	Curriculum & Instruction Exec. Director	GOB	Aug-08 Thru Ongoing	6.5.3.; Process & Performance; Instructional Design & Practice	Board policies and procedures
55	To develop effective instructional programs and practices to meet the requirements of MAP	A comprehensive professional development plan to train teachers and administrators in utilizing differentiated instructional strategies will be developed.	Curriculum & Instruction Exec. Director (CLRP#3,16,30)	GOB	Aug-05 Thru Ongoing	6.7.2.; Process & Performance; Instructional Design & Practice	Walk-throughs, program evaluations and PD evaluations
56	To improve the resource collections (books, periodicals, visuals) for the District LMCs to meet at least Level 2 of the collection standards as outlined in Standards for Missouri School Library Media Centers	Each LMC will do a collection analysis to ascertain the average age of the existing collection and the specific areas that need to be addressed for future purchases.	Curriculum & Instruction Exec. Director	GOB	Jan-07 Thru Ongoing	6.8.1.; Process & Performance; Instructional Design & Practice	An analysis document
57	To improve the resource collections (books, periodicals, visuals) for the District LMCs to meet at least Level 2 of the collection standards as outlined in Standards for Missouri School Library Media Centers	Resources for the LMC will be selected with input from staff and students.	Curriculum & Instruction Exec. Director	GOB	Jan-07 Thru Ongoing	6.8.1.; Process & Performance; Instructional Design & Practice	A resource list
58	To improve the resource collections (books, periodicals, visuals) for the District LMCs to meet at least Level 2 of the collection standards as outlined in Standards for Missouri School Library Media Centers	All new materials will be cataloged and entered into the automation system for maximum access, as well as to meet the criteria (must be cataloged) to be able to count the new purchases on the annual Missouri State Report.	Curriculum & Instruction Exec. Director	GOB	Aug-07 Thru Ongoing	6.8.1.; Process & Performance; Instructional Design & Practice	Copy of the automated catalog

59	To prepare District preschoolers with language, cognitive and early reading skills for success in kindergarten and beyond	Preschool staff will provide educational activities to promote cognitive and language development of children, and information to parents on child development and parenting skills.	Early Childhood Exec. Director (CLRP#10)	GOB & Title I	Sep-06 Thru Ongoing	7.4.; Process & Performance; Differentiated Instruction	Program agenda, pre-post data
60	To involve parents in the educational process of their children from prenatal to kindergarten in PAT program and preschool centers	ECE staff will provide parents with information related to child development and parenting skills, including children with special needs.	Early Childhood Exec. Director (CLRP#5,10)	GOB & ERF	Sep-06 Thru Ongoing	7.5.2.; Process & Performance; Differentiated Instruction	Program agenda, informational packets
61	To prepare District preschoolers with language, cognitive and early reading skills for success in kindergarten and beyond	ECE will partner with local agencies, organizations and universities to support staff and parents to provide educational, recreational, and cultural enrichment.	Early Childhood Exec. Director (CLRP#10)	GOB, Title I & ERF	Sep-06 Thru Ongoing	7.6.1.; Process & Performance; Differentiated Instruction	Partnership agreements
62	To decrease the percentage of students by 10% scoring below "Proficient" on the MAP	ESOL will annually administer MAP and use disaggregated data to adjust ESOL curriculum and instruction.	ESOL Exec. Director	GOB	Aug-06 thru Jun-11	6.2.4.; Process & Performance; Instructional Design & Practice	Disaggregated data
63	To decrease the percentage of students by 10% scoring below "Proficient" on the MAP	English Language Learner's support staff will provide responsive services to students and parents to address issues that may affect students' academic, social and career development.	ESOL Exec. Director	GOB, Title III & Refugee Impact Grant	Aug-06 Thru Jun-11	6.9.3.; Process & Performance; Instructional Design & Practice	Disaggregated data

64	To ensure that all ESOL center schools have ESOL home/school support	ESOL will provide opportunities for parents to learn about intellectual and developmental needs of their preschool children through a Newcomer Family Literacy Center.	ESOL <i>Exec. Director</i> (CLRP#13)	Refugee Children Impact Grant, Title III, Migrant and GOB	Aug-06 Thru Jun-11	7.5.1.; Process & Performance; Differentiated Instruction	SIP reviews
65	To ensure that all ESOL center schools have ESOL home/school support	Families will be updated through the District's webpage, bilingual automated phone calls, broadcasts on local bilingual radio stations, and articles in bilingual newspapers.	ESOL <i>Exec. Director</i>	Title III, Migrant and Refugee Impact Grant	Aug-06 Thru Jun-11	8.8.1.; Process & Performance; school Services	Communications plan
66	To ensure that all ESOL center schools have ESOL home/school support	ESOL will create a communication plan that includes an ESOL Council and an in-house Translation Team for parents.	ESOL <i>Exec. Director</i>	Title III, Migrant, Refugee Impact and GOB	Aug-08 thru Jun-09	8.8.2.; Process & Performance; School Services	Communications plan
67	To develop ESOL curricula	ESOL will implement the written ESOL curriculum developed in partnership with the Center for Applied Linguistics (CAL).	ESOL and Curriculum & Instruction <i>Executive Directors</i> (CLRP#13)	Title III	Aug-06 thru Jun-11	6.1.1.; Process & Performance; Instructional Design and Practice	Curriculum guides
68	To develop ESOL curricula	ESOL will adopt a new ESOL textbook series, KG to 9th Grade, with an adoption added every year for three years until the goal is met.	ESOL and Curriculum & Instruction <i>Executive Directors</i> (CLRP#13)	GOB	Aug-08 thru Jun-11	6.5.4.; Process & Performance; Instructional design & Practice	Textbook adoption plan
69	To increase the number of ESOL teachers by five	The District will increase the number of ESOL teachers until aligned with DESE's required student teacher ratio.	ESOL <i>Executive Director</i> (CLRP#13)	GOB	Aug-08 thru Jun-11	2.1.1.; Process & Performance; Instructional Design & Practice	Core data

70	To develop a Comprehensive Long Range Plan	The District will create a five-year Comprehensive Long Range Plan and will conduct semi-annual educational summits that engage stakeholders in its implementation.	External Engagement <i>External Engagement Officer</i>	GOB	Feb-08 Thru Ongoing	8.2.1.; Process and Performance; School Services	The written plan, Summit agendas and reports
71	To ensure that the Comprehensive Long Range Plan is implemented and updated on a regular basis	The District will monitor the implementation of the Comprehensive Long Range Plan including supervising all consultant firms that provide development and implementation services and updating the plan on a regular basis.	External Engagement <i>External Engagement Officer</i>	GOB	Feb-08 Thru Ongoing	8.2.1.; Process and Performance; School Services	Written reports, updated plan
72	To inform the public on the status of the Comprehensive Long Range Plan	The District will keep the community informed of the status of the Comprehensive Long Range Plan including publishing a quarterly newsletter for distribution to all stakeholders.	External Engagement <i>External Engagement Officer</i>	GOB	Feb-08 Thru Ongoing	8.9.2.; Process and Performance; School Services	Written reports, quarterly newsletters
73	To ensure that all reports are on time, complete, and accurate and are done in a professional manner	Accurate financial reports will be provided monthly to the SAB that also can be reviewed and understood by the public.	Finance <i>Chief Financial Officer</i>	GOB	Jul-08 thru ongoing	8.5.1.; Process & Performance; School Services	Monthly reports
74	To ensure that all reports are on time, complete, and accurate and are done in a professional manner	The Finance Department will present an annual budget for SAB approval and will monitor it during the year.	Finance <i>Chief Financial Officer, Exec. Budget Director</i>	GOB	Jul-08 thru ongoing	8.5.2.; Process & Performance; School Services	Written reports
75	To reduce the deficit unrestricted fund balance at the end of Fiscal Year 2006-07 and ongoing through 2010-11	The District will reallocate and reduce the existing budget to provide adequate funding while freezing excess funds.	Finance <i>Chief Financial Officer, Exec. Budget Director</i>	GOB	Oct-06 Thru	8.5.4.; Process & Performance; School Services	Written reports

76	To reduce the deficit unrestricted fund balance at the end of Fiscal Year 2006-07 and ongoing through 2010-11	The District will maximize availability of non-GOB funds and reduce baseline expenditures in the GOB funds.	Finance <i>Chief Financial Officer, Exec. Budget Director</i>	GOB	Oct-06 Thru	8.5.4.; Process & Performance; School Services	Written reports
77	To reduce the deficit unrestricted fund balance at the end of Fiscal Year 2006-07 and ongoing through 2010-11	The District will continue to review existing contracts and rebid as appropriate.	Finance <i>Exec. Budget Director</i>	GOB	Oct-06 Thru	8.5.4.; Process & Performance; School Services	Written reports and process evaluation
78	To provide accurate accounting and reporting of District finances	The Finance Department will implement financial procedures to ensure the continued accurate accounting and reporting of the District's finances.	Finance <i>Chief Financial Officer, Fiscal Control Director</i>	GOB	Jul-08 thru ongoing	8.5.4.; Process & Performance; School Services	Written reports
79	To develop written curriculum for gifted students that is rigorous, differentiated and extends beyond existing grade level expectations	A committee of teachers will review current District and national curricula in order to create gifted grade level curricula aligned to the MAP.	Gifted & Talented <i>Director</i>	GOB	Jun-08 Thru Jun-09	7.2.3.; Process & Performance; Differentiated Instruction	Curricula, written reports
80	To identify 100% of potentially gifted students at the earliest possible point in their schooling	The District will identify those students at Preschool and Kindergarten who score at the required level and those students who score one standard deviation below using a non-verbal assessment.	Gifted and Talented <i>Director</i>	GOB	Aug-08 Thru Ongoing	7.2.1.; Process & Performance; Differentiated Instruction	List of students, identification process
81	To identify potentially gifted students at the earliest possible point in their schooling	The District will provide enrichment to potentially gifted students in a pull out model for one year and then re-administer the screening instrument to determine if the student has met gifted program requirements.	Gifted and Talented <i>Director</i>	GOB	Aug-08 Thru Ongoing	7.2.1.; Process & Performance; Differentiated Instruction	Program criteria, random sample of schedules

82	To identify those students who have met the requirements for identification as Gifted, but have not been placed in a school with Gifted services	A plan will be developed to provide services to gifted students in schools without gifted teachers.	Gifted and Talented <i>Director</i>	GOB	Aug-08 Thru Ongoing	7.2.2.; Process & Performance; Differentiated Instruction	Written plan
83	To identify the best curricular frameworks and instructional methodology for use with gifted learners in an urban setting	The partnership with Maryville University will be utilized to provide professional development for teachers in an effort to increase the number of gifted students from under-represented populations.	Gifted and Talented <i>Director</i>	Federal Grant	May-08 Thru Ongoing	7.2.3.; Process & Performance; Differentiated Instruction	Partnership agreement, PD evaluations
84	To identify those students who have met the requirements for identification as Gifted, but have not been placed in a school with Gifted services	The District will seek funding to hire a traveling certified gifted teacher to provide services to unserved students.	Gifted and Talented <i>Director</i>	GOB	Aug-08 Thru Ongoing	7.2.2.; Process & Performance; Differentiated Instruction	Written funding proposal
85	To provide all students access to core and elective coursework through the virtual school online environment	All Virtual School teachers, guidance counselors, lab facilitators and support staff will provide ongoing and consistent support to students enrolled in the online environment and their parents.	Information Technology <i>Exec. Director/Instruct. Technology, Director/Tech. Integration</i>	GOB	Aug-07 Thru Ongoing	6.3.3.; Process & Performance; Instructional Design & Practice	Trend data, participation logs
86	To assist eMINTS classroom teachers in using technology with constructivist strategies	The eMINTS classrooms which were set up through the grant will continue and serve as a potential model for infusing technology into the classroom.	Information Technology <i>Exec. Director/Instru. Technology, Director/Tech. Integration</i>	GOB	Aug-08 Thru Ongoing	6.4.1.; Process & Performance; Instructional Design & Practice	Program evaluation, list of technology items

87	To assist eMINTS classroom teachers in using technology with constructivist strategies	All eMINTS teachers will participate in ongoing, intensive professional development to support constructivist instructional strategies that support the District's curricula.	Information Technology <i>Exec. Director/Instru. Technology, Director/Tech. Integration</i>	GOB	Aug-08 Thru Ongoing	6.4.3.; Process & Performance; Instructional Design & Practice	PD evaluations, walk-throughs
88	To support the school system with a framework that will promote higher academic achievement; a lower absenteeism/drop-out rate; greater safety and security in the classroom; and higher staff productivity	The District will develop a cooperative processing architecture for the deployment of intelligent workstations, cross-platform support and associated technologies that are compliant with current standards and that use updated computers.	Information Technology <i>Chief Information Officer</i>	GOB	Aug-06 Thru Ongoing	6.4.3.; Process & Performance; Instructional Design & Practice	Implementation plan, evidence of funding
89	To support the school system with a framework that will promote higher academic achievement; a lower absenteeism/drop-out rate; greater safety and security in the classroom; and higher staff productivity	The District will develop a telecommunications network infrastructure for a decentralized shared information and decision making environment with the capability of providing all students, teachers, administrators and parents concurrent access to information and academic tools for teaching and learning.	Information Technology <i>Chief Information Officer</i>	GOB	Aug-06 Thru Sep-10	6.4.4.; Process & Performance; Instructional Design & Practice	Implementation plan, evidence of funding
90	To support the school system with a framework that will promote higher academic achievement; a lower absenteeism/drop-out rate; greater safety and security in the classroom; and higher staff productivity	The District will build a technology organizational structure that demonstrates skills needed to support school district technology initiatives and a structure commensurate with other successful technology organizations.	Information Technology <i>Chief Information Officer</i>	GOB	Aug-06 Thru Sep-10	6.7.3.; Process & Performance; Instructional Design & Practice	Implementation plan, evidence of funding

91	To support the school system with a framework that will promote higher academic achievement; a lower absenteeism/drop-out rate; greater safety and security in the classroom; and higher staff productivity	The District will build a Student Information System designed to ensure accurate and timely student management information.	Information Technology <i>Chief Information Officer, Ex. Director/ Applic. Development</i>	GOB	Aug-06 Thru Sep-09	8.7.1.; Process & Performance; School Services	Implementation plan, evidence of funding
92	To support the school system with a framework that will provide the opportunity for higher academic achievement; a lower absenteeism/drop-out rate; greater safety and security in the classroom; and higher staff productivity	The District will develop a technology-driven curriculum integration, assessment and accountability solution that will clearly measure district-wide performance of administrative and academic results.	Information Technology and Curriculum & Instruction <i>Chief Information Officer, Exec. Director</i>	GOB	Aug-06 Thru Jun-09	6.2.2.; Process & Performance; Instructional Design & Practice	Implementation plan, evidence of funding
93	To support the school system with a framework that will promote higher academic achievement; a lower absenteeism/drop-out rate; greater safety and security in the classroom; and higher staff productivity	The District will design Human Resources and Auxiliary Support Systems designed to improve efficiency, effectiveness and accountability in the operation of administrative functions.	Information Technology <i>Exec. Direct. Applications Develop.</i>	GOB	Aug-06 Thru Sep-09	6.4.1.; Process & Performance; Instructional Design & Practice	Implementation plan, evidence of funding
94	To support the school system with a framework that will promote higher academic achievement; a lower absenteeism/drop-out rate; greater safety and security in the classroom; and higher staff productivity	The District will develop a database management system that will provide the bridge to connect student management, finance, human resources and auxiliary support departments (facilities, transportation, food service, etc.) with each other and to schools for a single repository (data warehouse).	Information Technology <i>Chief Information Officer</i>	GOB	Aug-06 Thru Sep-10	8.10.1.; Process & Performance; School Services	Implementation plan, evidence of funding

95	To support a yearly expansion of alternative education options available to students that increase student success	The District will continue to explore successful alternative programs in other parts of the United States for potential implementation.	Innovative Pathways <i>Exec. Director</i>	GOB	Aug-08 Thru July 10	6.3.4.; Process & Performance; Instructional Design & Practice	Written reports
96	To support a yearly expansion of alternative education options that increase the number of students by 5%	The District will work with community resources to develop contractual alternative education options to respond to the learning needs of students.	Innovative Pathways Comprehensive Long Range Plan Coordinator (CLRP#4,15)	GOB	Jul-08 Thru Aug-09	6.3.4.; Process & Performance; Instructional Design & Practice	Trend data, contracts
97	To support a yearly expansion of alternative education options available to students that increase student success	The District will develop in-school programs and services to support at-risk students.	Innovative Pathways <i>Exec. Director</i>	GOB and Title V	Sep-06 Thru Aug-09	6.3.4.; Process & Performance; Instructional Design & Practice	Trend data, contracts
98	To reduce barriers to education for children and youth in homeless situations	The District will meet all provisions of the NCLB Act dealing with homelessness.	Innovative Pathways <i>Homeless Coordinator</i>	GOB & Title I	Nov-07 Thru Ongoing	6.3.4.; Process & Performance; Instructional Design & Practice	Federal review audit, core data
99	To reduce incidents of Type I and Type II behavior infractions by 2%	The District will assist individual schools to implement positive behavior support programs such as character education and will track the reduction of infractions by school.	Innovative Pathways Comprehensive Long Range Plan Coordinator (CLRP#7,15)	GOB	Jul-08 Thru Aug-09	6.6.1.; Process & Performance; Instructional Design & Practice	Trend data

100	To provide 100% of District families access to choice schools	The District will explore the viability of the choice schools model used in other communities.	Innovative Pathways <i>Comprehensive Long Range Plan Coordinator (CLRP#15)</i>	GOB	Sep-06 Thru Aug-09	6.6.1.; Process & Performance; Instructional Design & Practice	Written report
101	To reduce incidents of Type I and Type II behavior infractions by 5%	The Board of Education will annually adopt the Student Code of Conduct, and school personnel will be trained to implement these policies.	Innovative Pathways <i>Comprehensive Long Range Plan Coordinator (CLRP#7,15)</i>	GOB	Jul-08 Thru Aug-09	6.6.1.; Process & Performance; Instructional Design & Practice	SAB minutes and PD evaluations
102	To design a course of study for principals, assistant principals, and 1st-2nd year principals	The District will collect and analyze evaluations from PD sessions, Performance-based Evaluation instruments, and anecdotal data from Education Officers to design monthly professional development.	Leadership Development <i>Exec. Director (CLRP#3)</i>	Wallace Grant and GOB	Jul-08 Thru Jun-10	6.7.1.; Process & Performance; Instructional Design & Practice	PD evaluations, written reports
103	To recruit, train, and assign quality mentors to 100% of 1st and 2nd year principals	The District will analyze both the leadership needs of the beginning leaders and the school needs to appropriately match mentors and mentees.	Leadership Development <i>Exec. Director</i>	DESE	Jul-08 Thru Jul-09	6.7.2.; Process & Performance; Instructional Design & Practice	Written reports, mentor logs
104	To design professional development modules to accompany the Leadership Performance Matrix	The District will work with DESE's Leadership Academy to develop on-line modules accessible by supervisors and those who provide professional development to building level administrators.	Leadership Development <i>Exec. Director</i>	Wallace Grant	Jul-08 Thru Jun-10	6.7.2.; Process & Performance; Instructional Design & Practice	PD evaluations, online modules

105	To design and monitor aspiring principal programs	The District will work with all aspiring principal programs to design curricula and internships to best meet the needs of future leaders.	Leadership Development <i>Exec. Director</i>	Wallace Grant; Parsons Blewett	Jul-08 Thru Jun-10	6.7.2.; Process & Performance; Instructional Design & Practice	Curricula, program reports
106	To build and maintain a Leadership Professional Development Library	The District will analyze the leadership growth needs per the Performance-based Evaluations and anecdotal records of administrative supervisors to purchase materials that will enhance growth and development.	Leadership Development <i>Exec. Director</i>	Wallace Grant; Parsons Blewett	Jul-08 Thru Jun-10	6.7.2.; Process & Performance; Instructional Design & Practice	PD evaluations, program reports
107	To ensure that all buildings meet a score of 80% or above on the Building Inspection Form Scorecard	The District will conduct monthly reviews of Facility Readiness Scorecard for building cleanliness, maintenance issues, and grounds.	Operations <i>Building Commissioner</i>	GOB	Aug. 07 Thru Ongoing	8.10.1.; Process & Performance; School Services	The Building Inspection Scorecard, monthly reports
108	To maintain a 40% or above participation rate for breakfast; and maintain a 68% or above participation rate for lunch	The District will provide a healthy nutrition program with choices that meets all standards and increases meal participation by offering palatable meals.	Operations <i>Chief Operations Officer, Exec. Direct./Business Operations</i>	GOB	Aug. 07 Thru Ongoing	8.10.1.; Process & Performance; School Services	Menus, written reports
109	To increase utilization of District buildings	The District will review school configurations and utilization and will monitor the demographics of the District to ensure efficiency.	Operations Chief Operations Officer (CLRP#9)	GOB	Aug. 07 Thru Ongoing	8.10.1.; Process & Performance; School Services	Building report analysis, data report
110	To ensure effective and efficient transportation services	All transportation services will be monitored to ensure that the District is providing safe and efficient transportation in compliance with all Missouri statutes, regulations, and board policy.	Operations <i>Chief Operations Officer, Transp. Manager</i>	GOB	Aug. 07 Thru Ongoing	8.10.1.; Process & Performance; School Services	Written report

111	To have all buildings meet a score of 80% or above on the Building Inspection Form Scorecard	Work orders or concerns will be responded to within five (5) working days after submittal.	Operations <i>Building Commissioner</i>	GOB	Aug. 07 Thru Ongoing	8.10.2.; Process & Performance; School Services	The Building Inspection Scorecard
112	To develop and implement a Beginning Teacher Assistance and Mentoring Program to improve retention of 1st and 2nd year teachers over the prior year	Beginning Teacher Assistance and Mentoring programs will be reviewed and analyzed to determine best practices and procedures.	Professional Development <i>Executive Director</i>	GOB	Jul-08 Thru Jul-09	6.7.1.; Process & Performance; Instructional Design & Practice	Trend data, written report
113	To develop and implement a District-wide Professional Development Plan that meets or exceeds MSIP standards	Evaluations from PD activities will be collected and analyzed to make decisions regarding effective content and delivery.	Professional Development <i>Executive Director</i>	GOB	Aug-08 Thru Jul-09	6.7.1.; Process & Performance; Instructional Design & Practice	Trend data, written report
114	To develop and implement a District-wide Professional Development Plan that meets or exceeds MSIP standards	The District-wide Professional Development Committee and sub-committees will update the PD plan annually.	Professional Development <i>Executive Director</i>	GOB	Jul-08 thru Jun-09	6.7.1.; Process & Performance; Instructional Design & Practice	Written report
115	To develop and implement a Beginning Teacher Assistance and Mentoring Program to improve retention of 1st and 2nd year teachers over the prior year	The District will facilitate and provide logistical and technical support to professional development activities and initiatives that address curriculum and instructional practices related to student achievement.	Professional Development and Curriculum & Instruction <i>Executive Directors (CLRP#30)</i>	GOB	Aug-08 Thru Jul-09	6.7.2.; Process & Performance; Instructional Design & Practice	Written report, trend data
116	To develop and implement a District-wide Professional Development Plan that meets or exceeds MSIP standards	The District will conduct district-wide and building level needs assessments.	Professional Development <i>Executive Director (CLRP#17,18,19,20, 21,22,30)</i>	GOB	Jul-08 thru Jul-09	6.7.2.; Process & Performance; Instructional Design & Practice	Needs assessments, SIPs

117	To provide intensive professional development for all teachers, coaches and principals in core subjects	The District will provide on-going literacy training in content areas through the Consortium on Reading Excellence (CORE) for coaches, teachers and principals.	Professional Development and Curriculum & Instruction <i>Executive Directors</i> (CLRP#1,18,20,22)	GOB and Title II	Jul-08 Thru Jul-09	6.7.2.; Process & Performance; Instructional Design & Practice	Agendas, PD evaluations
118	To establish classroom environments that are conducive to learning and student achievement	The District will provide on-going training in discipline models and classroom management to all new teachers and all staff.	Professional Development <i>Executive Director</i>	GOB	Aug-08 Thru Jul-09	6.7.2.; Process & Performance; Instructional Design & Practice	Agendas, PD evaluations, Discipline data
119	To promote high levels of customer satisfaction	Training on effective customer service will be provided continually to school and central office staff.	Professional Development <i>Executive Director</i>	GOB	Aug-08 Thru Jul-09	6.7.2.; Process & Performance; Instructional Design & Practice	Agendas, PD evaluations
120	To improve the scheduling for athletic events	The Public High League Office will contract with Schedule Star for web-based scheduling and activities software that can be accessed by the public.	Public High League Office <i>Public High League Supervisor</i> (CLRP#2)	GOB	Aug-08 thru ongoing	6.4.4.; Process & Performance; Instructional Design & Practice	Schedule
121	To improve the overall level of satisfaction with the direction of the District	The District will aggressively reach out to the community through a variety of opportunities that include a speakers bureau, clergy meetings, etc.	Public Information <i>Exec. Director</i>	GOB	Sep-06 Thru Ongoing	8.8.2.; Process & Performance; School Services	Stakeholder Survey Results
122	To improve the overall level of satisfaction with the direction of the District	The District will create an advisory board that assists Public Information on how to meet emerging needs.	Public Information <i>Exec. Director</i>	GOB	Sep-06 Thru Ongoing	8.8.2.; Process & Performance; School Services	Stakeholder Survey Results
123	To improve the overall level of satisfaction with the direction of the District	The District will develop positive news articles and features in the newsletter <i>School and Home</i> , on the District's website, in local papers and through other	Public Information <i>Exec. Director</i>	GOB	Sep-06 Thru	8.9.2.; Process & Performance; School Services	Stakeholder Survey Results

		outlets.					
124	To improve the overall level of satisfaction with the direction of the District	Television programming on Channel 20 will be increased by two original programs per month.	Public Information <i>Exec. Director</i>	GOB	Sep-06 Thru Ongoing	8.9.2.; Process & Performance; School Services	Stakeholder Survey Results, program tapes
125	To improve the overall level of satisfaction with the direction of the District	Parent engagement will be strengthened by sharing information through newsletters that explain District programs and services in a parent focused and friendly manner.	Public Information <i>Exec. Director (CLRP#5,6)</i>	US DOE	Sep-08 Thru Ongoing	8.9.2.; Process & Performance; School Services	Stakeholder Survey Results
126	To promote safe and secure environments within and around school buildings.	Safety and Security staff will be trained in specific school safety procedures with a special emphasis on schools with the highest incidence of discipline problems.	Safety & Security Building <i>Commissioner, Exec. Dir. (CLRP#7)</i>	US DOE	Aug-07 Thru Ongoing	6.6.1. & 6.6.3.; Process & Performance; Instructional Design & Practice	PD evaluations, Discipline data
127	To establish partnerships with the City, and other community emergency responders, that develop an effective emergency response and crisis management capacity	A District Committee will continue to develop a Comprehensive Emergency Operations Plan.	Safety & Security Building <i>Commissioner, Exec. Dir.</i>	US DOE	Aug. 07 Thru Dec-09	6.6.1. & 6.6.3.; Process & Performance; Instructional Design & Practice	Written plan
128	To establish partnerships with the City, and other community emergency responders, that develop an effective emergency response and crisis management capacity	A District infrastructure will be developed to ensure that the comprehensive emergency operations plan is both implemented and maintained in accordance with the US DOE's crisis management guidelines.	Safety & Security Building <i>Commissioner, Exec. Dir.</i>	US DOE	Aug-06 Thru Jun-09	6.6.1.; Process & Performance; Instructional Design & Practice	Written plan

129	To ensure that every position in the Safety and Security Department has a written job description and standard operating procedures	Safety Officers will be given specific details of their duties and responsibilities along with a complete set and explanation of Standard Operating Procedures (SOPs).	Safety & Security Building <i>Commissioner, Exec. Dir.</i>	GOB	Dec-06 Thru Ongoing	6.7.1.; Process & Performance; Instructional Design & Practice	Job descriptions and responsibilities
130	To establish partnerships with the City, and other community emergency responders, that develop an effective emergency response and crisis management capacity	The District will identify funding resources to help ensure the continuation of the emergency operations plan at the end of the current period of grant funding in accordance with the US DOE's crisis management guidelines.	Safety & Security <i>Executive. Direct.</i>	US DOE & PBF	Aug-07 Thru Jun-09	6.7.2.; Process & Performance; Instructional Design & Practice	Partnership agreements
131	To demonstrate improvement each year in the measures associated with the IDEA Performance Goals and Indicators as adopted by the Missouri State Board of Education	The District will develop and submit a State Improvement Grant to DESE to support professional development necessary to meet the Performance Indicators.	Special Education <i>Executive Director</i>	GOB & Federal	Aug-06 Thru Ongoing	7.1.1.; Process & Performance; Differentiated Instruction	Written grant
132	To ensure that IDEA compliance standards as specified by DESE will be met	The District will conduct regular reviews of special education files to ensure compliance.	Special Education <i>Executive Director</i>	GOB & Federal	Aug-05 Thru Ongoing	7.1.1.; Process & Performance; Differentiated Instruction	Compliance review, written report
133	To demonstrate improvement each year in the measures associated with the IDEA Performance Goals and Indicators as adopted by the Missouri State Board of Education	The District will coordinate improvement efforts in Special Education to ensure a connection to the general education curriculum.	Special Education <i>Executive Director</i>	GOB & Federal	Aug-06 Thru Ongoing	7.1.2.; Process & Performance; Differentiated Instruction	Compliance review, written report
134	To demonstrate improvement each year in the measures associated with the IDEA Performance Goals and Indicators as adopted by the Missouri State Board of Education	IEPs will be written and implemented to connect the student's program to the appropriate general education curriculum for that child's age and grade level.	Special Education <i>Executive Director</i>	GOB & Federal	Aug-06 Thru Ongoing	7.1.2.; Process & Performance; Differentiated Instruction	Compliance review, written report

135	To demonstrate improvement each year in the measures associated with the IDEA Performance Goals and Indicators as adopted by the Missouri State Board of Education	IEPs for students eligible for Alternate Assessment in the MAP will be written and implemented to align with the Alternate Academic Achievement Standards.	Special Education <i>Executive Direct., Process Supervisors</i>	GOB & Federal	Aug-06 Thru Aug-10	7.1.2.; Process & Performance; Differentiated Instruction	Compliance review, written report
136	To monitor and track opportunities for cooperation and coordination between special and general education	The District will develop the Response to Intervention (RTI) model and will monitor its implementation in a set of pilot schools.	Special Education <i>Executive Director</i>	GOB & Federal	Aug-08 Thru Aug-09	7.1.3.; Process & Performance; Differentiated Instruction	The written model
137	To demonstrate improvement each year by 10% in the measures associated with the IDEA Performance Goals and Indicators as adopted by the Missouri State Board of Education	The district will develop and conduct training for Special Education managers, compliance teachers and selected building staff to ensure a competent level of knowledge relative to IDEA requirements.	Special Education <i>Executive Director, Process Supervisors</i>	GOB & Federal	Aug-06 Thru Ongoing	7.1.1.; Process & Performance; Differentiated Instruction	Compliance review, written report
138	To extend workshops, training and professional development to reach 20% of those outside of the SPED Division	The District will enhance awareness and understanding of Special Education needs and services through a public-access web site, a speaker's bureau and Educational Resource Center.	Special Education and <i>Executive Director</i>	GOB & Federal	Aug-08 Thru Aug-09	7.5.2.; Process & Performance; Differentiated Instruction	Communications plan
139	To monitor and track opportunities for cooperation and coordination between Special and general education within SLPS	The District will review the existing therapeutic interventions for students experiencing significant social or emotional problems and create a more comprehensive system.	Special Education and Student Support Services <i>Executive Directors</i>	GOB & Federal	Aug-08 Thru Ongoing	7.1.3.; Process & Performance; Differentiated Instruction	The written model
140	To inform parents of school options for their children	All information regarding the AYP status of each school, school choice, and supplemental educational services will be disseminated to parents based on NCLB guidelines.	State & Federal Programs <i>Director</i>	Title I	Jun-08 thru ongoing	6.3.4.; Process & Performance; Instructional Design & Practice	Compliance review, written plan

141	To assist schools with drug prevention and safety	Support programs for school-based drug prevention and safety issues will be established.	State & Federal Programs <i>Director, Title IV Coordinator</i>	Title IV	Aug-08 thru ongoing	6.6.3.; Process and Performance; Instructional Design & Practice	Compliance review, written plan
142	To fund Parent Support Specialists to assist schools in partnering with parents to improve student achievement	Schools will involve parents in developing and implementing a Parent Involvement Plan, which includes a School-Parent-Student Compact.	State & Federal Programs <i>Director (CLRP#5,6)</i>	Title I	Aug-08 thru Jun-09	7.5.1.; Process & Performance; Differentiated Instruction	Compliance review, written plan
143	To fund District supervisory curriculum staff	Student instruction will be enhanced and monitored by school coaches and District supervisors.	State & Federal Programs and Curriculum & Instruction <i>Director and Exec. Director</i>	Title I and II	Aug-08 thru ongoing	6.7.2.; Process & Performance; Instructional Design & Practice	Compliance review, written plan
144	To provide all students with appropriate level of guidance services from a certified counselor	The Department will create a plan for involving outside agencies and resource persons to help students through guidance services.	Student Support Services <i>Exec. Director, Mgr./Guidance, Counseling Supervisors</i>	GOB	Aug-07 Thru Ongoing	6.9.1.; Process & Performance; Instructional Design & Practice	Written plan
145	To identify and interact with community resources that can benefit students through guidance services	The Department will create a plan for developing and implementing outside agencies and resource persons to help students.	Student Support Services <i>Exec. Director</i>	GOB	Aug-07 Thru Ongoing	6.9.4.; Process & Performance; Instructional Design & Practice	Written plan
146	To provide career awareness/exploration at the elementary/middle school levels	The District will provide career awareness/exploration, classroom instructional materials and appropriate professional development.	Career and Technical Education <i>Exec. Director</i>	GOB	Aug-06 Thru Ongoing	1.1.1.; Resource; Program of Studies	Program evaluations, PD evaluations
147	To provide career and technical education courses in all high schools	The Division will actively seek to re-establish a comprehensive set of career and technical programs based on the instructional focus within each school.	Career and Technical Education <i>Exec. Director (CLRP#25,27)</i>	GOB & Perkins	Aug-06 Thru Oct-10	1.3.; Resource; Program of Studies	Core data, high school course catalogue, program evaluations

148	To meet the MSIP standards	The District will monitor to ensure meeting the MSIP standards for course offerings.	Curriculum & Instruction <i>Exec. Director</i>	GOB	Jun-08 Thru Ongoing	1.2.2.; Resource; Program of Studies	Core data
149	To meet the State's requirements for school programs in Health/Wellness and Physical Education/Activity	The District will implement and provide professional development for K-12 Curriculum for Physical Education and Physical Activity.	Curriculum & Instruction <i>Exec. Director</i>	GOB	Jun-08 Thru Ongoing	1.2.2.; Resource; Program of Studies	PD evaluations
150	To meet the State's requirements for school programs in Health/Wellness and Physical Education/Activity	The District will implement components of health, wellness, nutrition and family engagement as part of its new health and wellness policy.	Curriculum & Instruction, Operations, Student Support Services <i>COO, Exec. Directors</i>	GOB	Jul-08 thru ongoing	1.2.2.; Resource; Program of Studies	Board policies and procedures
151	To ensure that pupil-teacher ratios will meet DESE requirements	The District will assign staff based on projected school enrollment and instructional needs.	Human Resources <i>Chief HR Officer</i>	GOB	Jan-06 Thru ongoing	2.1.1.; Resource; Class Size	District staffing plan, Core data, Certification binders
152	To ensure that pupil-teacher ratios will meet DESE requirements	The District will monitor and make staffing adjustments based on student enrollment in individual classes.	Human Resources <i>Chief HR Officer (CLRP#13)</i>	GOB	Jan-06 thru ongoing	2.1.1.; Resource; Class Size	District staffing plan, and Core data
153	To ensure that 100% of the District's teachers and administrators will be certified in their appropriate certification area	The District will conduct semi-annual certification renewal audits and certification upgrades.	Human Resources <i>Chief HR Officer</i>	GOB	Jan-06 Thru Ongoing	5.1.; Resource; Certification/ Planning Time	Title I records, Career & Technical Education records, written reports
154	To ensure that 100% of the District's teachers and administrators will be certified in their appropriate certification area	The District will develop and implement a comprehensive teacher recruitment and training program.	Human Resources Chief HR Officer (CLRP#8)	GOB	Jan-06 Thru Ongoing	5.1.; Resource; Certification/ Planning Time	Recruitment plan, contact log

155	To ensure that 100% of the District's teachers and administrators will be certified in their appropriate certification area	The District will utilize the MoReap on-line application system.	Human Resources <i>Chief HR Officer</i>	GOB	Jan-06 Thru Ongoing	5.1.; Resource; Certification/ Planning Time	Utilization log
156	To ensure that 100% of the District's teachers and administrators will be certified in their appropriate certification area	The District will strengthen and expand partnerships with local universities such as the University of Missouri-St. Louis' Career Transition Certification Program.	Human Resources <i>Chief HR Officer (CLRP#8)</i>	GOB & Parsons-Blewett	Jan-06 Thru Ongoing	5.1.; Resource; Certification/ Planning Time	Partnership agreements, trend data
157	To ensure that 100% of the District's teachers and administrators will be certified in their appropriate certification area	The District will establish and implement a comprehensive, collaborative, uniform interview and selection process.	Human Resources <i>Chief HR Officer</i>	GOB	May. 08 Thru Ongoing	5.1.; Resource; Certification/ Planning Time	Written plan, procedures and guidelines
158	To ensure that 100% of the District's teachers and administrators will be certified in their appropriate certification area	The District will implement a Peer Intervention Model designed to support new teachers and administrators effectively.	Human Resources <i>Chief HR Officer (CLRP#8)</i>	GOB	Apr. 08 Thru Ongoing	5.1.; Resource; Certification/ Planning Time	Participant evaluations, written model
159	To hire coaches that meet the guidelines established by the Missouri High School Activities Association (MHSAA)	The Public High League Office in conjunction with the Phys Ed department will screen all coaching applicants to be sure that they meet the MHSAA guidelines.	Public High League Office and Curr. & Instr. <i>Public High League Supervisor, Exec. Director</i>	GOB	Jul-08 thru Ongoing	5.1.; Resource; Certification/ Planning Time	Written hiring process
160	To increase the percentage of the District's teachers certified in their appropriate content area	Tuition assistance will be provided for all teachers who need to become highly qualified.	State & Federal Prgms. & Human Resources <i>Exec. Dir., Chief HR Officer</i>	Title I and II	Aug-08 thru Aug-10	5.1.; Resource; Certification/ Planning time	Compliance review, written plan