



CREATING GREAT OPTIONS

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CREATING GREAT OPTIONS

Overview

- ▶ ***Goal:*** To improve the quality of education options available to all children in the City of St. Louis
- ▶ ***Ongoing Efforts:*** Stabilizing Academics, Finance and Governance
- ▶ ***Next Steps:*** Institute new initiatives and programs that will increase quality options for students



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Areas of Concentration

- ▶ **Early Childhood Education**
 - Increase the opportunity for 3 and 4 year olds
 - Before and after school extended learning
 - Parent Infant Interaction Program
- ▶ **Portfolio of Schools**
 - Charter School Sponsorship
 - African-Centered Curriculum Program
 - Multiple Pathways
 - Gender Schools
- ▶ **School Choice**
- ▶ **Performance-Driven Schools**

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Early Childhood Education

- ▶ Children who attend Early Childhood Education (ECE) programs have more advanced skills in select areas such as:
 - Vocabulary development
 - Following directions
 - Problem solving
 - Social interaction
- ▶ Builds a foundation for learning and allow teachers to spend more time grade appropriate lessons
- ▶ Proposed as part of the AFT St. Louis, Local 420 Five Point Plan



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Early Childhood Education

The Proposal:

- ▶ 25 additional Pre-K classrooms and two additional early childhood special education classrooms added to district schools throughout the city
- ▶ 11 district schools to provide before and after school programs for ECE students
- ▶ Additional future expansion or a dedicated ECE facility



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Parent Infant Interaction Program

- ▶ The Parent Infant Interaction Program (PIIP), serves teen parents by meeting their educational, vocational, physical, social, and emotional needs while paving the path to graduation
- ▶ Currently implemented at Vashon High School, PIIP provides services to 33 families with children age six weeks to five years
- ▶ In the last two years, 66% of seniors in PIIP graduate and enroll in post secondary institutions



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Parent Infant Interaction Program

The Proposal:

- ▶ Expand the PIIP to all district comprehensive high schools
- ▶ Implement PIIP's five-part approach:
 - CRIB/Infant Toddler Care
 - The Prenatal Literacy and Adolescent Nurturing (PLAN) and the Male Involvement Component (MIC)
 - Project CORE (Challenging Opportunities, Resources and Experiences)
 - Project Redirection
 - PIIP Tracking System

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Portfolio of Schools: Charter Schools

- ▶ Several new innovative educational programs have a proven track record of success in academics, but require a certain degree of autonomy and flexibility
- ▶ Other urban school districts have effectively sponsored and implemented charter schools to provide a variety of educational opportunities to children and families



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Portfolio of Schools: Charter Schools

The Proposal:

- ▶ Consider sponsoring charter schools with proven programs catering to innovative education settings
 - Charter school proposals should fill unmet needs in education, i.e. underserved areas, high demand educational themes
 - Charter schools will be held to the same accountability requirements by which SLPS is measured
- ▶ Sell or lease vacant SLPS buildings to charter schools
 - Proposals will be a market rate sale or lease and include academic requirements



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Portfolio of Schools: African-Centered Curriculum

- ▶ African American students in communities similar to St. Louis are showing positive academic gains at schools adopting an African-Centered Curriculum
 - Marcus Garvey Academy (Detroit)
 - Afrikan-Centered Education Collegium Campus Schools (Kansas City)



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Portfolio of Schools: African-Centered Curriculum

The Proposal:

- ▶ Create an African-Centered Curriculum Program in an SLPS school:
 - Emphasize the acquisition of primary and higher-order thinking skills of critical, analytical, and creative thought
 - Promote a strong desire among youth to serve their communities
 - Emphasize value orientation and the development of a positive and proactive concept of the self, society, and the world
 - Promote a respect for human diversity



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Portfolio of Schools: Multiple Pathways

- ▶ Not all students succeed in a traditional classroom setting
- ▶ Programs that combine academic with other interventions can proactively address the needs of these students
 - Vocational training
 - Behavior interventions
 - Community service programs



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Portfolio of Schools: Multiple Pathways

The Proposal:

- ▶ Create additional alternative education environment for SLPS students, including:
 - Alternative classrooms
 - School-within-a-school programming
 - Separate alternative schools
 - Second or last-chance schools for disruptive students
- ▶ The goal is to place the students in the best environment for them to succeed rather than create destinations for punishment



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Portfolio of Schools: Gender Schools

- ▶ Single gender classrooms and schools in public school settings are yielding improved academic achievement and behavior among both boys and girls
- ▶ Yeatman Middle School has separated male and female students within the school for the 2010–11 school year



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Portfolio of Schools: Gender Schools

- ▶ Establish four gender specific schools – two elementary schools and two middle schools.
Options include:
 - Only boys in the building
 - Only girls in the building
 - Boys and girls in the same building but in separate classrooms
 - Boys and girls in the same building and together for some classes but divided for others

**Professional development will be provided to staff to tailor their teaching methods for a single-gender setting.*



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Portfolio of Schools: School Choice

- ▶ In SLPS, there is a connection between academic success at the high school level and whether the student chooses or is assigned to the high school
 - Dropout rate
 - Graduation rate
 - ACT scores
 - Attendance rate



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Portfolio of Schools: School Choice

The Proposal:

- ▶ Eighth graders who are not assigned to a magnet or choice high school will have the opportunity to select which one of the four comprehensive high schools he/she would like to attend as a freshman in Fall 2011



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Portfolio of Schools: Performance-Based Schools

- ▶ A reconstitution or closure policy provides clear performance expectations for all SLPS schools
- ▶ If a school is closed due to low performance, students should always be sent to a school that performs at a higher level
- ▶ School districts, including Chicago and New York, have implemented a similar practice



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Portfolio of Schools: Performance-Based Schools

The Proposal:

- ▶ A SLPS school can and will be reconstituted or closed if it consistently fails to improve or provide a high quality education.

- ▶ Performance will be assessed in the following areas:
 - District benchmark tests and the MAP test
 - Attendance
 - Free & Reduce Meal applications
 - Course offerings and graduation rate (high schools)



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Conclusion: Next Steps

- ▶ Jan. 22 SAB Presentation
- ▶ March 1 & March 5 Town Hall Meetings
 - Locations: Vashon and Roosevelt
- ▶ March 10 SAB Discussion & Vote