

APPENDIX C: COMPREHENSIVE SCHOOL IMPROVEMENT PLAN
2023-2024
ST. LOUIS LANGUAGE IMMERSION SCHOOL

LEA Name	SLLIS
Building Code	6961
Grades Served	PreK - 8th
Date of Board Approval	July 28, 2023

Name	Position
Meghan Hill	Superintendent
Lisa Tariq	Director of Special Programs
Hannah Stout	Assistant Principal
Raul Munoz	Assistant Principal
Kara Mank	Executive Assistant
Jose Manuel Castro	Teacher
Mathilde Hodin	Teacher
Fan Yang	Teacher
Sam Shiver	Social Worker and Special Education Teacher
Angela Jones	Paraprofessional
Scott Tsui	Parent
Nate Daugherty	Parent
Astrine Ransom	Parent

Description of the Planning Process, and how staff and stakeholders will be informed and engaged in the	SLLIS held a number of meetings in April 2023 to prepare for the CSIP. First, the Community Meeting with the stakeholders listed above met on April 5, 2023. During that meeting, the committee reviewed data that included staff, parent and student culture and climate surveys, student achievement data, attendance data, and tiered systems data. From there, the group discussed SLLIS' current reality and identified a list of Prioritized Needs for 2022-2023.
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accountability plan	<p>SLLIS held a similar meeting for its leadership team (April 11) and entire staff (April 14) during which teams reviewed data using a protocol and finalized a list of Prioritized Needs for 2022-2023 and beyond. Then this information was used to structure the CSIP.</p> <p>SLLIS will continue to keep its community members informed as it further develops the CSIP and the goals that structure the school's plans for 2023-2024.</p>
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Beliefs/ Vision/Mission Statement	<p>SLLIS' mission is to provide a bilingual, culturally responsive, transformational education that enriches the children of St. Louis City.</p> <p>Its purpose is to dismantle systems of oppression to create a just, equitable and inclusive school, St. Louis Community, and world.</p> <p>SLLIS' values are as follows:</p> <ul style="list-style-type: none"> ● Provide an accessible and rigorous bilingual education ● Listen to and engage all voices ● Commit to equity, anti-racism and cultural competency ● Reflect on and respond to data throughout our school ● Celebrate mission moments, both big and small
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Key issues identified from external and internal factors (survey)	<ul style="list-style-type: none"> ● Parents need better access to the Parent/Student/School Compact and our annual planning meetings for Title I. ● Parents need deeper engagement across SLLIS, including connections with the mission of the school. ● Teachers would like a greater focus on feedback and coaching and a stronger emphasis on overall professional learning. ● Students are seeking a stronger sense of belonging and community in their classrooms.
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	What we will do	How we will do it
Prioritized Needs for the School	<ol style="list-style-type: none"> 1. Strengthen attendance procedures; create a positive culture of attendance 2. Implement strong universal expectations; ensure strong tools for reinforcement in every classroom 	Fidelity to systems

	<ol style="list-style-type: none"> 3. Provide ongoing, supportive professional learning, including routine coaching and personalized support for every single teacher 4. Grow students' capacities in reading, math, and languages 5. Deepen community engagement 	
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<p>Unique Characteristics of the LEA</p>	<p>SLLIS offers three dual language immersion programs in French, Spanish, and Chinese. As such, students learn 50% of their core content in the target language. This means that SLLIS must “do more” than the average public school by providing resources not only in English, but in three additional languages.</p> <p>SLLIS serves a highly diverse student body. The current student population at SLLIS includes 404 students in Pre-Kindergarten through 8th grade, and 62% of the student population qualifies for Free and Reduced Lunch. While many small charter schools do not offer bus service, SLLIS provides bus transportation to any student who requires it. 88% of SLLIS students are bus riders. SLLIS’ student population is 55.3% Black, 19% Hispanic, 15.3% White, and 10.4% Multiracial.</p> <p>SLLIS has an international staff. Speak a total of 16 languages and call 13 countries home. They average 8.5 years of teaching/education experience, and 62% have a MA degree or above. 64% identify as female; 32% identify as male; 2% as non-binary. 66% identify with a race other than “White”. 45% identify with the ethnicity category “Hispanic, Latino/a/x, or Spanish origin”.</p> <p>With a truly unique mission focused on three language offerings, SLLIS plays a critical role in the local and state education system. In a global economy, culturally competent, multilingual citizens who make connections across the world are an important part of any thriving community. SLLIS students are positioned to become these globally connected citizens whose language and cultural awareness skills will ensure that St. Louis and Missouri are positioned for future success.</p> <p>SLLIS is a one-building district. Therefore, most of the strategies written into this CSIP are the responsibility of the SLLIS Principal, who is the building-level instructional leader.</p>
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<p>CSIP</p>	<ul style="list-style-type: none"> • The CSIP Team will consist of the following leaders:
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Implementation and Oversight Procedures	<ul style="list-style-type: none"> ○ Principal (leader) ○ Director of Special Programs ○ Three Assistant Principals ● All building level staff members will participate on a Committee under the CSIP Team. ● At the direction of the Principal, the monthly staff meeting will be held once per month on a selected day from 4-5:15 pm. ● There will be a standing agenda that will be followed for the one-hour monthly CSIP meeting. ● More implementation details can be found in this document: CSIP Implementation Guide
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LEADERSHIP

Leadership is comprised of the following descriptors: school board leadership, ethics, continuous school improvement, operations and resource management, school board policy, superintendent rules, responsibilities and evaluation, personnel and program evaluation, communication, personnel and school safety.

SMART Goal	<p><i>Fidelity in Systems Implementation</i></p> <p>By the end of the 2023-2024 school year, SLLIS will implement the programs listed below with 90% or higher fidelity rate using the metrics listed below for each system.</p> <ul style="list-style-type: none"> ● Attendance procedures: <ul style="list-style-type: none"> ○ Daily attendance taking rate of 90% (staff), both manually and electronically ● Tier 1 Universal Expectations: <ul style="list-style-type: none"> ○ Tier 1 universal expectations are measured with 90% fidelity in every single classroom as measured by walkthroughs. ● TLAC Strategies: <ul style="list-style-type: none"> ○ Focus strategy/ies is/are visible in 90% of classrooms as measured by walkthroughs. <ul style="list-style-type: none"> ■ 1: Systems and Routines + What to do ■ 2: Strong Voice, Positive Framing, Precise Praise ■ 3: Radar, Be Seen Looking, Least Invasive Interventions ● Dual language model implementation: <ul style="list-style-type: none"> ○ Focus features of the model are visible in 90% of classrooms as measured by walkthroughs. ● Second Step implementation: <ul style="list-style-type: none"> ○ 90% of SLLIS classrooms will implement Second Step (SEL learning curriculum) with fidelity.
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Rationale	After reviewing data and collecting feedback from the staff and community, it is clear that there are numerous measures at SLLIS that require increased fidelity in implementation to be fully successful and help the school realize its goals.
Evidence-Based Strategies for Implementation	Weekly Principal and AP walkthroughs to observe the following: <ul style="list-style-type: none"> • Posted manual attendance (daily) • Tier 1 expectations • TLAC strategies of focus • Dual language features of focus • Second Step implementation
	Walkthrough data on the above items will be shared with the staff on a weekly basis.
	Individual follow-up will occur as necessary to reinforce the expectations.
Funding Source	n/a
MSIP Indicators	Continuous Improvement; Academic Achievement Status and Growth; Success-Ready Students

Action Plan

Accountability Tracker	CSIP Fidelity Tracker
Implementation Resources	CSIP Walkthrough Forms Manual attendance template Tier 1 universals checklist TLAC strategies of focus and implementation plan Dual language features of focus and implementation plan Second Step Implementation Plan

30 Days	
Person Responsible	Principal
Start Date	August 21, 2023

End Date	September 21, 2023
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60 Days	
Person Responsible	Principal
Start Date	September 25, 2023
End Date	October 27, 2023

Long Term	
Person Responsible	Principal / Principal and APs
Start Date	October 30, 2023
End Date	May 24, 2024

TEACHING AND LEARNING

*Effective teaching and learning is comprised of the following descriptors: success-ready students, high-quality early learning, high-quality career education, intra- and interpersonal skills, teacher/leader standards, **effective instructional practices**, multi-tiered system of support, **professional learning**, use of technology to improve instruction, comprehensive school counseling, library media services, and class size and assigned enrollments.*

SMART Goal	<p><i>Provide ongoing, supportive professional learning, including routine coaching for every single teacher</i></p> <p>By the end of the 2023-2024 school year, SLLIS teachers' perceptions of coaching and professional learning will improve, as measured by Panorama surveys, in the following ways:</p> <ul style="list-style-type: none"> ● Staff and teacher positive perceptions of Feedback and Coaching will increase as measured by the Panorama end of year survey. <ul style="list-style-type: none"> ○ Staff will increase from 69% to 76% ○ Teachers will increase from 43% to 50% ● Staff and teacher positive perceptions of Professional Learning will increase as measured by the Panorama end of year survey. <ul style="list-style-type: none"> ○ Staff will increase from 60% to 67% ○ Teachers will increase from 36% to 43%
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Rationale	Staff climate and culture survey indicated that teachers and staff are not fully satisfied with their professional learning experience. Moreover, with an international staff from 13 home countries, SLLIS must ensure that teacher capacity grows as a result of all-staff, group, and individual Professional Learning.
Evidence-Based Strategies for Implementation	<u>1-1 Meetings and Relationships</u> 90% of SLLIS staff members check in with their direct supervisor each week. They will follow a standing agenda.
	<u>Individual Professional Learning</u> SLLIS instructional leaders will implement the cognitive coaching model. <ul style="list-style-type: none"> 90% of teachers receive ongoing, personalized coaching and in-person feedback a minimum of once every two weeks. SLLIS will begin implementation of the Cognitive Coaching Plan in Quarter 2.
	<u>Group Professional Learning</u> 90% of SLLIS teachers and staff will participate in Professional Learning Communities a minimum of once every two weeks.
	<u>All-Staff Professional Learning</u> All-staff Professional Learning will consist of required annual trainings plus other items of focus based on the CSIP goals. SLLIS will routinely collect feedback on the Professional Learning Plan and will distribute surveys after all-staff professional learning events. Adjustments to the PL Plan will be made as possible based on the feedback received.
Funding Source	Professional development budget
MSIP Indicators	Continuous Improvement; Academic Achievement Status and Growth; Positive Culture and Climate

Action Plan

Accountability Tracker	CSIP Coaching Tracker (begins in Quarter 2) CSIP 1-1 Check-in Tracker (begins in Quarter 1)
Implementation Resources	1-1 meeting agenda template Simplified 1-1 meeting agenda template Coaching Implementation Plan (Will be developed for Quarter 2)

30 Days	
Person Responsible	Principal
Start Date	August 21, 2023
End Date	September 21, 2023

60 Days	
Person Responsible	Principal
Start Date	September 25, 2023
End Date	October 27, 2023

Long Term	
Person Responsible	Principal / Principal and Assistant Principals
Start Date	October 30, 2023
End Date	May 24, 2024

COLLABORATIVE CLIMATE AND CULTURE

Characterized by a safe and caring environment, culture of high academic achievement and behavioral expectations, collaborative partnerships, and parent/guardian involvement.

SMART Goal	<p><i>Strengthen attendance procedures; create a positive culture of attendance</i></p> <p>By the end of the 2023-2024 school year, student attendance will increase in the following ways:</p> <ul style="list-style-type: none"> • Average daily attendance will increase to 93% • 90/90 attendance will increase to 90%
Rationale	<p>As the school emerges from the COVID-19 pandemic, it is evident that a stronger culture of attendance must be established. This includes parent, staff, and student adherence to attendance expectations. It will</p>

	also include establishing a stronger culture of attendance among teachers and families.
Evidence-Based Strategies for Implementation	<p><u>Attendance Team</u></p> <p>SLLIS will establish an Attendance Team that meets a minimum of twice per month to accomplish the following:</p> <ul style="list-style-type: none"> • Reviews attendance procedures, especially staff fidelity • Identifies and implements ways to further engage families with attendance • Provides attendance interventions for students and families as necessary • Promotes a culture of attendance by creative and implementing incentives for strong attendance
	Principal and APs will designate responsibilities to take a proactive approach to attendance and eliminate early pickups and late drop offs.
	Attendance data will be shared with the full staff once per week and with the full SLLIS community once per month.
Funding Source	n/a
MSIP Indicator	Success-Ready Students; Academic Achievement Status and Growth; Positive Culture and Climate

Action Plan

Accountability Tracker	CSIP tracker (Attendance + Attendance Team)
Implementation Resources	Attendance Team calendar Attendance Team running minutes (both these items are linked in the above tracker)

30 Days	
Person Responsible	Principal
Start Date	August 21, 2023

End Date	September 21, 2023
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60 Days	
Person Responsible	Principal
Start Date	September 25, 2023
End Date	October 27, 2023

Long Term	
Person Responsible	Attendance Team / Designated point person in collaboration with the Principal
Start Date	October 30, 2023
End Date	May 24, 2024

DATA-BASED DECISION MAKING

*Data-based decision making is comprised of the following descriptors: data submission, continuous and innovative improvement, **climate and culture data**, and collaborative teams.*

SMART Goal	<p><i>Implement strong universal expectations; ensure strong tools for reinforcement in every classroom</i></p> <p>By the end of the 2023-2024 school year, SLLIS classrooms will have the following features, as measured by walkthroughs:</p> <ul style="list-style-type: none"> ● 90% of classrooms will have all Tier 1 universal expectations visibly in place ● 90% of classrooms will have Teach Like A Champion (TLAC) focus strategies visibly in place
Rationale	Across all data at SLLIS, a recurring theme is the need for universal expectations.
Evidence-Based Strategies for Implementation	<p><u>PBIS Team</u></p> <p>SLLIS will develop a PBIS team that will meet a minimum of twice per month to accomplish the following:</p> <ul style="list-style-type: none"> ● Review incident report data ● Determine where challenges may be and identify next steps for

	<p>problem-solving</p> <ul style="list-style-type: none"> Share the data with the broader staff at least once per month
	<p><u>PBIS Professional Learning</u> SLLIS will work directly with the Center for Schoolwide Positive Behavior Support at the University of Missouri to ensure that the PBIS team receives adequate training and support for implementing universal expectations at SLLIS. SLLIS Principal, Assistant Principals, and other administrators and staff members will attend as much tiered systems and PBIS professional learning as scheduling and budget allow.</p>
	<p><u>Teach Like a Champion Implementation</u> SLLIS will hold a two-day staff training called “Building Strong Classroom Cultures” presented by Teach Like a Champion (TLAC). In this training, teachers will learn and practice eight essential classroom practices to increase engagement and ensure high expectations. Then, SLLIS teachers will be accountable for 2 key TLAC strategies visibly in place in their classrooms throughout the first semester. In the second semester, teachers will implement all 8 strategies with fidelity.</p>
Funding Source	Professional Development budget
MSIP Indicator	Positive Culture and Climate

Action Plan

Accountability Tracker	CSIP tracker (PBIS - accountability tab) TLAC Implementation Plan
Implementation Resources	PBIS Team calendar PBIS Team running minutes (see links on appropriate tabs in CSIP tracker)

30 Days	
Person Responsible	Principal + PBIS Team
Start Date	August 21, 2023

End Date	September 21, 2023
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60 Days	
Person Responsible	Principal + PBIS Team
Start Date	September 25, 2023
End Date	October 27, 2023

Long Term	
Person Responsible	PBIS Team / Designated point person
Start Date	October 30, 2023
End Date	May 24, 2024

ALIGNMENT

Comprised of the following descriptors: *viable curriculum aligned to the Missouri Learning Standards and assessment aligned to the Missouri Learning Standards.*

SMART Goal	<p><i>Grow students' capacities in reading, math, and languages</i></p> <p>By the end of the 2023-2024 school year:</p> <ul style="list-style-type: none"> ● Reading: <ul style="list-style-type: none"> ○ SLLIS' overall NCE on the Star Reading assessment will increase from 46.2 to 47. ● Math: <ul style="list-style-type: none"> ○ SLLIS' overall NCE on the Star Math assessment will increase from 48.6 to 49.5. ● Target Languages / AAPPL <ul style="list-style-type: none"> ○ We are analyzing AAPPL data at the moment and will insert a SMART goal by 8/1/2023. ○ The overall goal is to ensure strong growth in target languages as measured by the AAPPL assessment.
Rationale	As a public language immersion school, SLLIS must ensure that students continue to grow in math, reading, and the target languages.
Evidence-Based	Fidelity in implementation of the Dual Language Model.

Strategies for Implementation	<ul style="list-style-type: none"> Teachers will implement the focus features of the model with 90% fidelity as established in the implementation plan.
	<p><u>Guaranteed and viable curriculum for English Language Arts and Mathematics.</u></p> <ul style="list-style-type: none"> Teachers will implement the standards in the scope and sequences with fidelity. Teachers will work in PLCs to implement a pacing schedule with appropriate support from administrators.
	<p><u>Student goal-setting</u></p> <ul style="list-style-type: none"> Three times per year (September, January, and May), SLLIS students will set individual goals for growth in reading and math. Students will set target language goals twice per year (October and April)
	<p><u>Tiered System Approach: Math</u></p> <p>Tier 1: Implement an in-depth mathematics standards review starting in Quarter 2. Grade levels will work in PLCs to review standards in depth. This will increase teacher understanding of the standards being taught and will help with lesson internalization.</p> <p>Tier 2: Teachers will focus on mathematics for conceptual refinement time as part of the dual language model.</p> <p>Tier 3: SLLIS' Math Interventionist will be focused on small group math intervention.</p>
	<p><u>Tiered System Approach: ELA</u></p> <p>SIPPS - Use evidence-based structured literacy program to support literacy growth in students from K-8. This will be a Tier 1 structure, which will begin in Quarter 2.</p> <ul style="list-style-type: none"> Classwide intervention for K-3 beginning October 2023 Group interventions for 4-8 based on BOY Star data More intensive Tier 3 support for grades 4-8 from Elementary Generalist (daily between 8:30 am and 1:00 pm)
Funding Source	n/a
MSIP Indicator	Academic Achievement Status and Growth

Accountability Tracker	CSIP tracker: Fidelity, Dual Language + Academic Achievement tabs Math Standards Review tab Student Goal Setting Tab
Implementation Resources	Student Goal-Setting and Assessment Readiness Plan Dual Language Implementation Plan Math and ELA scope and sequence documents SIPPS plan and schedule Comprehensive Literacy Plan

30 Days	
Person Responsible	Principal and Assistant Principals
Start Date	September 25, 2023
End Date	October 27, 2023

60 Days	
Person Responsible	Principal and Assistant Principals
Start Date	October 30, 2023
End Date	December 1, 2023

Long Term	
Person Responsible	Principal and Assistant Principals
Start Date	December 4, 2023
End Date	May 24, 2024

EQUITY

Intentional focus on learning outcomes and the allocation of resources; ensures that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences. Equity and access are comprised of the following descriptors: academic achievement, equity of educational experience.

<p>SMART Goal</p>	<p><i>Deepen community engagement</i></p> <p>By the end of the 2023-2024 school year, according to the End of Year Parent Survey:</p> <ul style="list-style-type: none"> ● The percentage of parents who agree with the statement “I feel welcome at SLLIS” will increase from 87% to 92%. ● The percentage of parents who agree with the statement “I feel connected to SLLIS’ mission and values” will increase from 78.7% to 83.7%. ● The percentage of parents who agree with the statement “overall, this school year has been successful” will increase from 83.4% to 88.4%.
<p>Rationale</p>	<p>Based on survey results, SLLIS needs to ensure a stronger school to home connection by engaging with families more deeply. This will provide SLLIS with the support necessary to reach its other CSIP goals.</p>
<p>Evidence-Based Strategies for Implementation</p>	<p><u>Engagement Action Team</u></p> <p>This team will meet monthly at the direction of the Principal. The team will identify and implement at least two out of the six areas for family/school engagement from Joyce Epstein’s Six Types of Involvement from <i>School, Family, and Community Partnerships: Your Handbook For Action (2019)</i>:</p> <ol style="list-style-type: none"> 1. Parenting: Type 1 involvement occurs when family practices and home environments support “children as students” and when schools understand their children’s families. 2. Communicating: Type 2 involvement occurs when educators, students, and families “design effective forms of school-to-home and home-to-school communications.” 3. Volunteering: Type 3 involvement occurs when educators, students, and families “recruit and organize parent help and support” and count parents as an audience for student activities. 4. Learning at Home: Type 4 involvement occurs when information, ideas, or training are provided to educate families about how they can “help students at home with homework and other curriculum-related activities, decisions, and planning.” 5. Decision Making: Type 5 involvement occurs when schools “include parents in school decisions” and “develop parent leaders and representatives.” 6. Collaborating with the Community: Type 6 involvement occurs when community services, resources, and partners

	<p>are integrated into the educational process to “strengthen school programs, family practices, and student learning and development.”</p> <p>The team will select strategies in one area for implementation in Semester 1 and continue it through Semester 2. The team will add a second strategy for implementation in a different area in Semester 2.</p>
	<p><u>PTO Support</u> SLLIS Principal will support the PTO with community-based activities. SLLIS Director of Development is available to support fundraising efforts.</p>
Funding Source	n/a
MSIP Indicator	Positive Culture and Climate

Action Plan

Accountability Tracker	CSIP tracker (Community Action Team tab)
Implementation Resources	<p>Engagement Action Team calendar (linked in above tracker)</p> <p>Engagement Action Team running minutes (linked in above tracker)</p> <p>PTO calendar and minutes (coming in Fall 2023)</p> <p>SLLIS Communication Plan and Calendar 2023-2024 (being developed soon)</p>

30 Days	
Person Responsible	Principal
Start Date	August 21, 2023
End Date	September 21, 2023

60 Days	
Person Responsible	Principal

Start Date	September 25, 2023
End Date	October 27, 2023

Long Term	
Person Responsible	Principal
Start Date	October 30, 2023
End Date	May 24, 2024