

PRESIDENT'S REPORT

March 15, 2017



FOCUS AREA 1: IMPROVE ACADEMIC OUTCOMES FOR ALL STUDENTS

- TCS is working on mapping ACTFL "can-do statements" (which are the performance indicators for language learners) into our Mandarin curriculum and instruction
- TFS: Grades K-1 are working in flexible groups on targeted English instruction, and upper grades have increased computer lab time in preparation for the MAP test.
- TSS continues to see growth in L1 (NWEA) and L2 (ENIL) for students.
- All TIS students are preparing for the April MAP test and are excited to demonstrate their growth!
- Special Education: A team of Diverse Learners staff attended a workshop on strategies to address executive functioning and is already developing a plan for how to implement these research-based strategies for students both with and without IEPs.

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- Attendance is a key lever to driving higher student achievement:

As of March 14, 2017, total students enrolled: 749 (TCS: 170; TFS: 165; TSS: 358; TIS: 56)

YTD ADA numbers calculated using the dates 8/01/2016 - 3/14/2017.

Current YTD attendance rates by school:

- TSS: 95.47, up slightly from February's 95.38
- TCS: 95.20, down slightly from February's 95.22
- TFS: 94.46, down slightly from February's 94.57
- TIS: 94.34, up slightly from February's 94.12
- District Overall: 95.1, up slightly from February's 95.07

Our ADA is consistently trending around 95% (higher than projected) which will lead us to receive a further increase state aid this school year.

If we examine the **Missouri 90/90 Proportional Percentage** (the Missouri standard is that 90% of the students should be in attendance 90% of the time and used in our APR accountability for SLLIS):

- TSS: 87.57, down from February's 90.11
- TCS: 90.56, up slightly from February's 90.5

- TFS: 83.24, down slightly from February's 83.89
- TIS: 86.21, up from February's 83.05

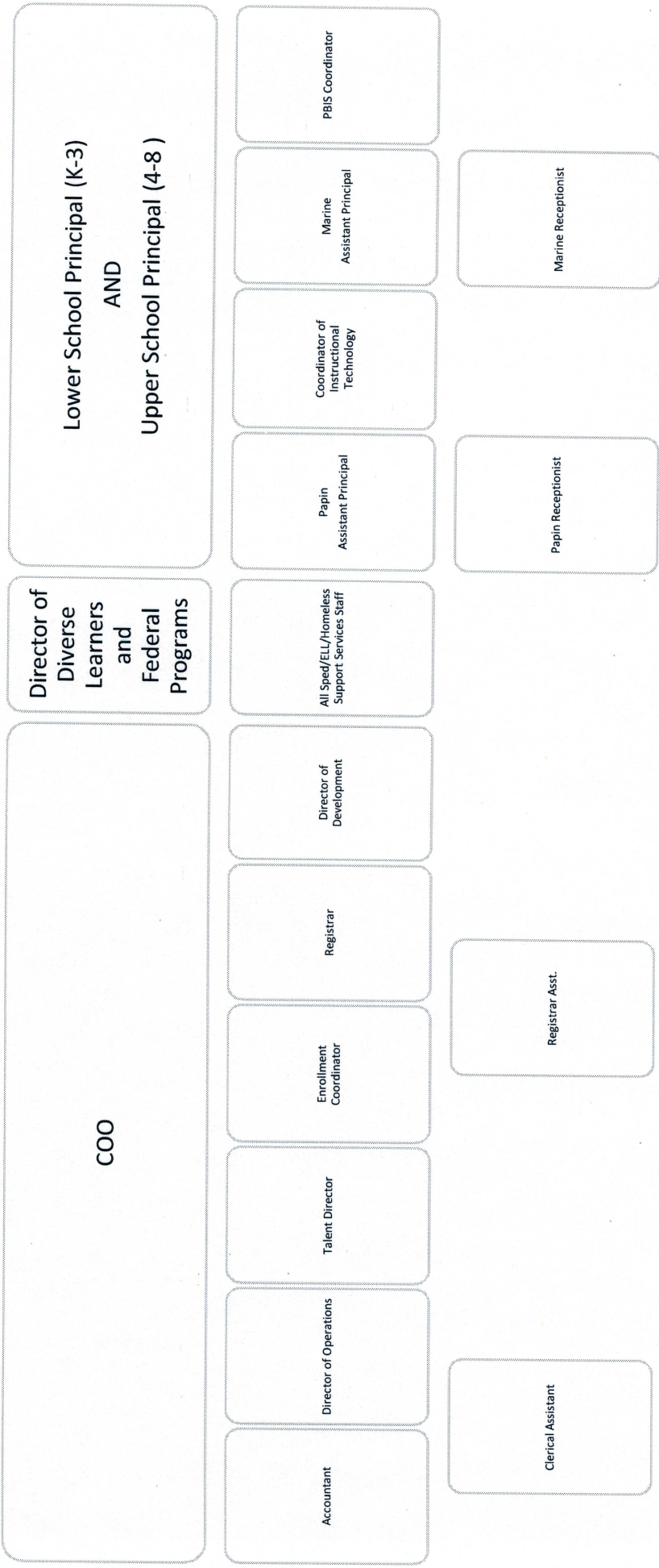
FOCUS AREA 2: IMPROVE INTERNAL SYSTEMS AND STRUCTURES

- A Request for LEA Attendance Center Changes application was submitted to DESE to consolidate from four "buildings" into one. A name change was also requested for "St. Louis Language Immersion School" (singular versus plural).
- Parents have returned their Letters of Intent to Return and we continue to recruit K-1 students for next year. Currently, 625 students have re-enrolled and 95 students have submitted applications for next year. A conservative initial enrollment projection for next year is 750 students; however, we are working towards meeting an optimistic enrollment target of 800.
- On March 11 and 12, a group of 27 invited stakeholders were led by an experienced external facilitator through Phase I of a strategic planning process. This group drafted the initial framework of a plan and 19 strategy committees were established. I am attaching the letter sent to all SLLIS stakeholders, as well as the initial framework of the strategic plan. On March 25, Phase II of the work will begin at 6 p.m. at Papin. We invite all interested Board members, staff and parents to attend and join one of the 19 committees! 28
- SLLIS Council will be working on how to develop and promote a singular structure for parents next year.
- Administrative structuring for next year based off of a projected student enrollment of 750: Please see attached org chart. On the COO side, we will open a Director of Development position. This position will be critical in helping us build our external brand and (re)build donor relations. On the school side: there will be an Upper School Principal (4-8) and a Lower School Principal (K-3). These two principals will work with collaborative teacher teams across the languages with an increased focus on academics in L1 and L2, as well as vertical and horizontal curricular alignment. Reporting to both Principals will be two Assistant Principals—one permanently established at Papin and one permanently at Marine. Supporting the work of the principals and teacher teams will also be a Coordinator of Instructional Technology and a PBIS Coordinator. Stipend teacher leader positions (i.e., extra pay for extra duties beyond the classroom): Three Immersion Language and Culture Teacher Leaders representing each language, an MYP Teacher Leader, and Other Academic Teacher Team Leaders. In April and May, we will be developing user-friendly FAQs for parents, teachers and staff about our new administrative structure.

FOCUS AREA 3: STANDARDIZE POLICIES, PROCEDURES, AND PRACTICES

- DESE found SLLIS to be in compliance for the February cycle of Title I.
- One of the strategy committees established at the strategic planning sessions held this past weekend was a handbook committee. The goal is to be able to create an action plan that would lead us to issue up-to-date and/or new parent, student, and staff handbooks for the 2018-2019 school year. These documents will be helpful to reduce confusion about policies and procedures, as well as serve as an informational resource for all stakeholders.

Superintendent



Teacher Leadership Extra Duty Positions:
*PYP/MYP Teacher Leader (stipend)
*3 Language and Culture Teacher Leaders (stipend)
*Other Academic Teacher Team Leaders (stipend)



St. Louis Language Immersion Schools Inc.

"To position all children for success in local & global economies through holistic, intellectually-inspiring language immersion programs."

March 14, 2017

Dear SLLIS Stakeholder:

This past weekend, SLLIS engaged in the first of a four-phase strategic planning process with Dr. Deborah Holmes, an experienced outside facilitator. The strategic planning process can usually be divided into four phases, which take place over a timeframe of several years. Typically, one group of people is involved in the work of the Coordinating Committee, another group is involved in writing action plans, and, another set of individuals work to implement the plans. The outcome sought is to create a comprehensive strategic plan that will guide our work for the next three to five years. When a strategic plan is implemented with fidelity, notable direction, messaging, and improvements can result for an entire organization.

Phase I convened a Strategic Planning Coordinating Committee of twenty-seven SLLIS stakeholders representing the entire school community (Board, parents, teachers, and staff) on March 11 and 12. This Coordinating Committee studied who we are as an organization and composed the initial framework of our strategic plan, including our beliefs, a new mission statement, and specific outcomes sought. In addition, the composition of strategy statements that will guide where we go were created. Attached please find the Committee's initial framework for your consideration.

The second phase of the process will begin after Spring Break. **Phase II** seeks to invite all members of the school community to join one of the 19 strategy committees to write action plans for each strategy. Each action plan focuses on one objective and a series of step-by-step actions recommended in order to reach the objective and contribute to achieving the strategy. Each strategy committee is ideally co-chaired by a Coordinating Committee member and by either another parent or another staff member. You can find the 19 strategy statements and co-chairs on page 3 of the initial framework.

Phase III is the presentation of all action plans by strategy committee co-chairs to the Coordinating Committee for review and comment. **Phase IV** is the presentation of the entire strategic plan to the Board of Directors for approval at the May meeting. Following Board approval, implementation of the strategic plan begins to take shape.

We seek to have widespread participation for **Phase II** and hope you will be able to join us on **Tuesday, March 28, 2017, at 6 pm at Papin for a kick-off meeting!** At the kick-off meeting, an overview of Phase I will be presented and you will have an opportunity to sign up for and break into one of the 19 strategy groups working sessions.

Childcare will be provided. We expect to end at 8 p.m. You can sign up here:

<https://www.eventbrite.com/e/strategic-planning-tickets-32852142643>

We will also have a final check point for all 19 strategy committees on **April 25 at 6 pm at Papin**, and childcare will also be provided.

We look forward to your participation!

Sincerely,

Lilith Werner, PhD
President

BELIEFS

We believe:

- All children can and do learn.
- Adults can and do learn.
- In equitable outcomes and we believe needs vary.
- Empathy builds community and community builds empathy.
- Every person is unique and we can learn from each other's differences.
- When we collaborate as a community all students succeed.
- Students, parents, families, and staff comprise our school community.
- Reflection and mindfulness promote growth.
- Communication can bring peace to the family and the world.
- Learning another language opens up opportunities.
- All individuals deserve respect.
- All individuals have intrinsic value.
- Celebration is necessary to define who we are and what we value.
- Diversity strengthens us and can enhance our learning and understanding.
- Risk and change are necessary to improve.
- To succeed, one must risk failing.
- Honest dialogue about oppression is essential.
- Education is necessary for an equitable and ethical society.
- In making all decisions through a lens of intentional inclusion.
- Data inform us.
- There are basic human needs.
- Critical thinking and leadership skills are vital.

MISSION

The mission of the St. Louis Language Immersion School, an innovative, diverse, socially-conscious, public charter school, is to develop empathetic, high-achieving, bilingual, globally-minded students by providing a rigorous academic foundation that fosters critical thinking and problem solving.

OBJECTIVES

- All students will be proficient or advanced by the end of grade 3, 5 and 8 in communication arts, mathematics, and science, as measured by state tests.
- All students will meet established bilingual and bi-literate grade level benchmarks in speaking, writing, reading, listening on the AAPPL.
- Three community events each year will be developed for community building among stakeholder groups.
- By the fall of 2018, all teachers will report that they are trained and prepared to deliver program expectations.
- We will meet the kindergarten minimum enrollment targets of 75 students in Spanish, 40 students in Chinese, 40 students in French.
- The organization will have 10% in cash reserves by June 30, 2019.
- The annual average daily attendance rate for SLLIS will be 95%.

PARAMETERS

- We will evaluate all procedures for efficiency and effectiveness.
- We will not initiate anything new without prioritizing, clarifying, and communicating expectations to all relevant stakeholders.
- We will make all decisions based on the best interests of the student.
- We will not expect high quality implementations without high quality training.

STRATEGIES

1. We will evaluate the expectations and success of the curriculum and instruction model that blends core curriculum, social/emotional skills, language immersion, and International Baccalaureate. (Lori Marusic and Renee Martin)
2. We will design a SLLIS evaluation model for International Baccalaureate and a SLLIS evaluation model for language immersion and we will conduct extensive evaluations to inform our future program decisions. (Meghan Hill and Celine Dissel)
3. We will develop school/community events that bring together all stakeholders at SLLIS. (Lisa D'Souza and Sebastien Babolat)
4. We will define staffing needs and school hours for our expected program, curriculum, instruction, and intervention services. (Sebastien Babolat)
5. We will define, develop and organize ourselves to deliver our intervention system: Tier 1, Tier 2, Tier3. (Taylor Mitchell)
6. We will develop grade level curriculum guides and benchmarks. (Judy Fisher and John Heskett)
7. We will create a professional development plan. (Meghan Hill and Sebastien Babolat)
8. We will create a recruitment strategy and study ways to reduce attrition and sustain enrollment. (Amy Trapp)
9. We will actively recruit from every zip code across St. Louis City by making and sustaining partnerships with local preschools and community organizations. (Patrick Moynihan and Kari Rivers)
10. We will create a strategy to diversify revenue streams. (Arlene Galve, Amy Trapp, Patrick Moynihan, Jeff LeFan)
11. We will study and evaluate the possibility of opening preschool classes. (Kari Rivers, Jose Manuel Castro, Vincent Schoemehl)
12. We will study and evaluate the possibility of offering summer school. (Vincent Schoemehl) *Judy*
13. We will study and evaluate the possibility of offering after school programs, including sports. (Fan Yang)
14. We will develop a SLLIS strategy for data driven instruction. (Meghan Hill and Robert Biesendorfer)
15. We will study the impact of current budget allocations (such as transportation) and revisit program and service priorities. (Arlene Galve and Beth Mertz)
16. We will write handbooks for all stakeholders, including norms. (Arlene Galve, Beth Mertz, Lisa Dorner)
17. We will develop a communication strategy for SLLIS (internal and external). (Vincent Schoemehl and Jeff LeFan)
18. We will create a plan to recruit, retain, and recognize SLLIS staff. (Naxin Fan and Linda Holliday)
19. We will develop an "onboarding" and professional development program for new teachers and staff. (Lisa Dorner and Shaw Teo)