

# **2022-2026 Strategic Plan**

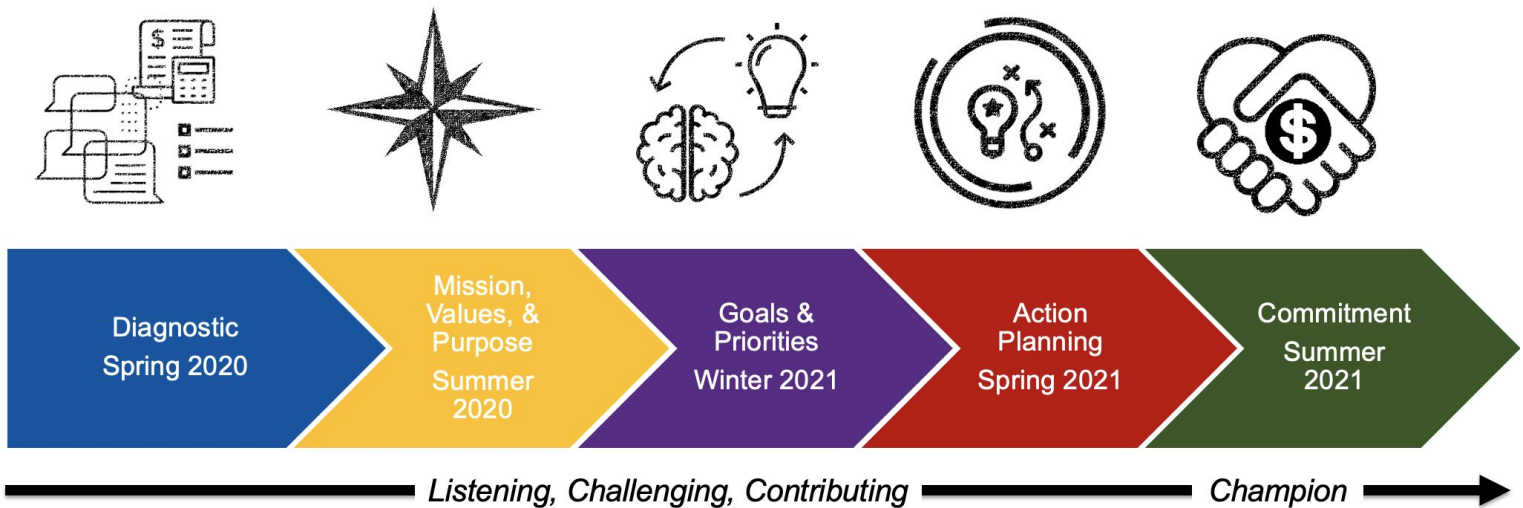
*Developed Spring 2020 – Spring 2021*



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## Strategic Planning Process

In 2021, The St. Louis Language Immersion School developed a 5-year strategic plan. The planning process had five phases.



- Diagnostic – evaluating Community Living’s current operations and environment
- MVP Workshop – articulating our enduring identity
- Goal & Priority Development – establishing a shared vision for the future
- Action Planning – determining the specifics of how the Center will achieve its goals
- Commitment – committing to the plan and agreeing on a process for keeping score

Tricia Sanders with Collaborative Strategies, Inc. facilitated the planning process. Teams of caregivers, board members, and staff reviewed the diagnostic findings and created the overarching planning deliverables – our MVP and our goals and strategic priorities. The team then divided into small groups to develop action plans for the priorities. Additional members of the SLLIS team joined the action planning teams to promote an inclusive process and engage appropriate subject matter experts.

## Strategic Planning Teams

The **MVP Team** consisted of the following members:

- Angela Archambault
- Sharifa Blackwell
- Judy Fisher
- Maria Garcia
- Sherrell Hendrix
- Meghan Hill
- Lori Marusic



## ***The Planning Team Consisted of the Following Members:***

Sharifa Blackwell

Ed O'Neal

William Pryor

Vince Schoemehl

Bianca Singleton

Mark Wang

Nakia Winston

Jeannie Brooks

Judy Fisher

Paul Granneman

Meghan Hill

Trudy Ingalls

## ***Diagnostic***

Collaborative Strategies facilitated an extensive diagnostic process that grounded the strategic plan in the reality of the SLLIS's current situation. Quantitative analysis included financial information and student outcomes while qualitative analysis included small group discussions, 1-on-1 interviews, and surveys of caregivers and staff. Assessment findings are documented in the planning committee's meeting materials and notes.

## ***Planning Deliverables***

### **Our Mission (WHAT we do and WHO we do it for.)**

SLLIS provides a **bilingual, culturally responsive, transformational education** that enriches the children of St. Louis City.

### **Our Purpose (our WHY)**

To **dismantle systems of oppression** by creating a just, equitable, and inclusive school, St. Louis community, and world.

### **Our Values (our non-negotiable behavioral compass – our HOW)**

- 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 community
- **Celebrate** mission moments, both big and small

SLLIS developed a glossary of key terms in recognition of the importance of language and a common understanding across the school community for those terms. It can be found on page 24.



## Planning Deliverables

### Our Strategic Goals – A Vision for 2026

The team developed the below goal statements - a Picture of Success in 2026. These are statements we expect to be demonstrably true at the end of the plan period. The descriptions and targets listed below create the focus and foundation for the strategic plan.

#### STUDENT OUTCOME GOALS:

<p><b>Language Focused</b></p>	<ul style="list-style-type: none"> <li>All students are making appropriate progress in their target language.</li> <li>We have developed language specific measures and targets for K-3<sup>rd</sup> grade.</li> <li>Our students' English language literacy rates are X.</li> <li>Our students are biliterate and bilingual. They engage with confidence in their target language.</li> </ul>
<p><b>Equity Focused</b></p>	<ul style="list-style-type: none"> <li>We have consistently implemented universal restorative practices and closed the disciplinary inequities between our black and white students.</li> <li>Our Black students are not disproportionately identified as learning disabled.</li> <li>Our Black and Latinx students outperform peers when compared to all other districts in Missouri.</li> </ul>
<p><b>Middle School Specific</b></p>	<ul style="list-style-type: none"> <li>Our students have achieved top tier recognition for language achievement upon graduation.</li> <li>Our students have access to programming that best positions them for success in high school.</li> <li>X% of our students attend the HS of their choice.</li> </ul>
<p><b>Growth &amp; Achievement</b></p>	<ul style="list-style-type: none"> <li>Our students' growth exceeds all other students when compared to aggregate student growth across Missouri.</li> <li>We are ranked in the top 10 public schools in Missouri for both elementary and middle school (DESE designation).</li> <li>We are nationally recognized for our exceptional dual-language instruction.</li> </ul>



## PROGRAMMING GOALS:

<b>Curriculum</b>	<ul style="list-style-type: none"><li>• We have well developed scope and sequence for all content areas, and they are consistently implemented across all language programs.</li><li>• The Gomez and Gomez DLE model is implemented across our programs with a high degree of fidelity.</li><li>• We are connected with schools/organizations outside the U.S., at least one in each target language.</li><li>• Our students are aware of their career opportunities and understand the professional value of their being bilingual/literate.</li><li>• We consistently employ culturally responsive practices and make instructional decisions that reflect the experiences of and challenge our students by understanding their individual strengths and value.</li><li>• We intentionally curate resources in our target languages and across our programming that are representative of our student body.</li><li>• Our curriculum reflects an intentional cultural competence lens and 100% of our teachers deliver culturally relevant curriculum that enhances our students' cultural competency.</li><li>• We have doubled the course offerings available to our middle school students, to include the opportunity to explore a second target language.</li><li>• Students benefit from a wide array of compelling after-school and summer enrichment programs.</li></ul>
<b>Community</b>	<ul style="list-style-type: none"><li>• We have school-wide programming and rituals to intentionally build community.</li><li>• We have a broad and inclusive family engagement program. The programs are formalized and easily accessible. Our PTO is focused on and helps to drive community engagement.</li><li>• Our middle school students are engaged with our elementary program and seen as leaders in the school community.</li><li>• We have a student [pledge/song/mascot/etc.] that unites our school community.</li></ul>



**ORGANIZATIONAL CAPACITY GOALS:**

<b>Talent</b>	<ul style="list-style-type: none"> <li>• Our teachers have the tools and training necessary to support our students in meeting the organization’s strategic academic and social emotional goals.</li> <li>• We have sent our teachers to learn in-person from exceptional dual language programs.</li> <li>• We retain &gt;X% of our top performers across the organization.</li> <li>• Our global staff members share a set of values enabling them to approach their work equitably and humbly to build cross-cultural relationships and understanding.</li> <li>• We have hiring strategies in place to recruit, hire, and train staff that is more reflective of our student community.</li> </ul>
<b>Facilities</b>	<ul style="list-style-type: none"> <li>• Our facility supports the needs of our school community.</li> <li>• Our classrooms are welcoming and positive spaces for learning.</li> </ul>
<b>Finances</b>	<ul style="list-style-type: none"> <li>• Operations are sustainable and we have maintained a fund balance &gt;X.</li> <li>• Leadership feels confident in the sustainability of the organization, with an annual budget of ~\$XMM.</li> <li>• Our programs are enrolled at optimum capacity and we retain X% of students each year.</li> </ul>
<b>Governance</b>	<ul style="list-style-type: none"> <li>• The board is highly engaged in financial management, advocacy and setting strategy on behalf of the school.</li> <li>• Our Board is representative of the school community.</li> <li>• Stakeholders are clear on who we serve.</li> </ul>

**Our Big Hairy Audacious Goal (BHAG)**

Over the course of our discussions the planning team kept returning to this desire to challenge SLLIS to do more to support our students’ academic achievement and educational equity. The team decided to set a **15-Year BHAG:**

***SLLIS students achieve their full potential regardless of race, ethnicity, or the community in which they live.***

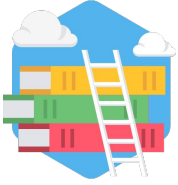
According to Jim Collins, “a BHAG serves as a unifying focal point of effort. It has a clear finish line, so the organization can know when it has achieved the goal. It is tangible, energizing, highly focused. It should not be a sure bet—it will have perhaps only a 50% to 70% probability of success—but the organization must believe (100%) that it can reach the goal anyway. A BHAG should require extraordinary effort and perhaps a little luck.”

We will develop a vivid description of what it will look like when we achieve our BHAG this summer during the leadership team development offsite and the board retreat.



## Our Strategic Priorities

To achieve the 2026 picture of success, the planning team articulated a short list of priorities. “Priorities” implies focus – so there can only be a handful. The planning team identified five critical priorities to focus on for the next five years.



Create a **rigorous and relevant** academic environment where our **students excel and love to learn**.

Engage and activate all members of the SLLIS community in the necessary **practices to live out our commitment to equity and anti-racism**.



**Redesign our Middle School** to create a robust, top-tier, sought-after program.

Explore the feasibility and value of a **SLLIS run, dual-language Pre-K** program.



Develop and integrate the **SLLIS brand** as an **integral part of the St. Louis community**.





*Our Strategy on a Page:*

<p><b>Our Enduring Identity</b></p>	<p><b>PURPOSE:</b> To <b>dismantle systems of oppression</b> by creating a just, equitable, and inclusive school, St. Louis community, and world.</p> <p><b>MISSION:</b> We provide a <b>bilingual, culturally responsive, transformational education</b> that enriches the children of St. Louis City.</p>	<p><b>CORE VALUES:</b></p> <ul style="list-style-type: none"> <li>• Provide an accessible and rigorous <b>bilingual</b> education</li> <li>• Listen to and engage <b>all voices</b></li> <li>• Commit to <b>equity, anti-racism and cultural competency</b></li> <li>• Reflect on and respond to <b>data</b> throughout our school community</li> <li>• <b>Celebrate</b> mission moments, both big and small</li> </ul>
<p><b>What We Want to Achieve (15-Years)</b></p>	<p><b>OUR BIG HAIRY AUDACIOUS 15-YEAR GOAL:</b> <b>SLLIS students achieve their full potential</b> regardless of race, ethnicity, or the community in which they live.</p>	
<p><b>Where We Will Focus (5-Years)</b></p>	<p><i>Priority #1</i></p>	<p>Create a <b>rigorous and relevant</b> academic environment where our <b>students excel and love to learn.</b></p>
	<p><i>Priority #2</i></p>	<p>Engage and activate all members of the SLLIS community in the necessary <b>practices to live out our commitment to equity and anti-racism.</b></p>
	<p><i>Priority #3</i></p>	<p><b>Redesign our Middle School</b> to create a robust, top-tier, sought-after program.</p>
	<p><i>Priority #4</i></p>	<p>Explore the feasibility and value of a <b>SLLIS run, dual-language Pre-K</b> program.</p>
	<p><i>Priority #5</i></p>	<p>Develop and integrate the <b>SLLIS brand</b> as an <b>integral part the St. Louis community.</b></p>
<p><i>We approach all our work with an intentional focus on building a communal culture.</i></p>		





## Timeline

A thoughtful and measured approach to implementing the plan was vital to the success of the School's implementation. It is critical that the plan becomes a part of how the organization works and is paced in way that is achievable.

The below table documents the aggregated activities the team is focused on completing in the first 90-days. Plans for each priority are on pages 11-22.

### Key Activities, First 90 Days (JUL-SEP)

PRIORITY	KEY ACTIVITY	START	OWNER
1	Organize curriculum task force.	DONE	Meghan Hill
1	Enlist outside expertise to develop written curriculum for all subject areas except target languages.	DONE	Task Force
1	Develop interim curricular and instructional resources over summer and train during 3-week teacher in-service.	July 2021	Task Force
1	Build specific capacity in our teachers to understand Tier 1 academic interventions.	July 2021	Sharifa Blackwell
1	Align resources to written curriculum documents for use in 21/22 school year.	July 2021	Task Force
1	Reset schoolwide implementation of the Gomez y Gomez model	July 2021	Sharifa Blackwell
2	Build introductory training for staff.	July 2021	Central Office Team
2	Engage expert partners to assess organizational readiness and develop robust program to support organizational growth. Phase 1: Faculty & Staff and Board Phase 2: Caregiver Community Present for approval at September Board Meeting	July 2021	Meghan Hill
3	Develop elective block to provide students more ownership over their educational enrichment, possibly include opportunity to acquire a third language.	July 2021	Michael Wheeler
1	Communicate relevant curricular changes to our community.	August 2021	Task Force
3	Develop exit interview program for families who leave SLLIS [in 5 <sup>th</sup> – 8 <sup>th</sup> grade] to capture what they felt was missing from their SLLIS experience.	August 2021	Jennifer Ting
3	Draft Middle School specific questions to incorporate into community engagement process.	September 2021	Meghan Hill



## Success Metrics

These metrics help hold us accountable. They are in addition to successful completion of the activities outlined in the action plans and represent outcomes we can expect should we successfully achieve our five strategic priorities.

PRIORITY	DESCRIPTION	2022	2023	2024	2025	2026
1	Percent of classrooms exhibiting all physical aspects of Gomez y Gomez as measured through walkthroughs.	80%	90%	100%	100%	100%
1	Percent of students meeting writing assessment benchmarks.	80%	90%	100%	100%	100%
1	Percent of teachers implementing lesson plan with fidelity as measured through observations.	60%	70%	80%	90%	100%
1	Percent Proficient in ELA	Baseline	+2%	+2%	+2%	+2%
1	Percent Proficient in Math	Baseline	+2%	+2%	+2%	+2%
1	Average Students Annual Reading Growth	Baseline	TBD	TBD	TBD	TBD
2	Percent of families actively engaged in equity antiracism practices	5%	10%	15%	20%	25%
2	Percent of staff actively engaged in equity and antiracism practices	10%	20%	35%	50%	65%
2	Restorative Practices	Baseline	TBD	TBD	TBD	TBD
2	Growth Goal (IEP Students)	Baseline	TBD	TBD	TBD	TBD
2	Growth Goal (FRL Students)	Baseline	TBD	TBD	TBD	TBD
2	Growth Goal (Black Students)	Baseline	TBD	TBD	TBD	TBD
2	Growth Goal (ELL Students)	Baseline	TBD	TBD	TBD	TBD
2	Growth Goal (Hispanic Students)	Baseline	TBD	TBD	TBD	TBD
3	Cohort Survival Rate	.55	.65	.70	.75	.8



**Key Investments**

In recognition that the strategic priorities require funding, the team forecasted key investments. There remain a number of items that are unknown and a line item for Strategic Plan Investments will be included in the budget to ensure we have an allowance to invest in our strategic priorities. **PLEASE NOTE: This document clarifies our budget plans and aspirations. However, available annual funding is always dependent on local, state, and federal revenues. As such, funding plans are subject to change.**

Description	2022	2023	2024	2025	2026
Dual Language Training	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Curriculum Writing	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Curricular Resources	\$6,000	\$7,000	\$8,000	\$8,000	\$8,000
Consultant for Curriculum Selection	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
<b>Priority 1 Sub-Total</b>	<b>\$46,000</b>	<b>\$47,000</b>	<b>\$48,000</b>	<b>\$48,000</b>	<b>\$48,000</b>
Equity & Antiracism Consulting	\$50,000	\$50,000	\$35,000	\$20,000	\$10,000
<b>Priority 2 Sub-Total</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$35,000</b>	<b>\$20,000</b>	<b>\$10,000</b>
Extracurricular Programs	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
<b>Priority 3 Sub-Total</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$70,000</b>
<b>Total Strategic Investment</b>	<b>\$166,000</b>	<b>\$167,000</b>	<b>\$153,000</b>	<b>\$138,000</b>	<b>\$128,000</b>





***Strategic Priority 1:*** Create a rigorous and relevant academic environment where our students excel and love to learn.

**Strategic Priority 1: Create a rigorous and relevant academic environment where our students excel and love to learn.**

KEY ACTIVITIES, FIRST 90 DAYS (JUL-SEP)	START	LEADER
Organize curriculum task force.	DONE	Meghan Hill
Enlist outside expertise to develop written curriculum for all subject areas except target languages.	DONE	Task Force
Develop interim curricular and instructional resources over summer and train during 3-week teacher in-service.	July 2021	Task Force
Build specific capacity in our teachers to understand Tier 1 academic interventions.	July 2021	Michael Wheeler
Align resources to written curriculum documents for use in 21/22 school year.	July 2021	Task Force
Reset schoolwide implementation of the Gomez y Gomez model	July 2021	Meghan Hill
Communicate relevant curricular changes to our community.	August 2021	Task Force

KEY ACTIVITIES, 90-180 DAYS (OCT-DEC)	START	LEADER
Develop Gomez y Gomez coaching program to build teachers expertise.	October 2021	Sharifa Blackwell
Develop plan and controls to monitor high-priority curricular areas.	October 2021	Sharifa Blackwell

KEY ACTIVITIES, BEYOND 6 MONTHS	TIMING
Build plan to develop scaffolded and sequenced SLLIS curriculum that is resource agnostic with outside expert(s) and SLLIS teachers.	January 2022
Map out curriculum cycle to continually review our written curriculum and align instructional development and collaboration.	March 2022
Review curriculum selection timelines to best align with existing contractual obligations and develop plan to review and select instructional resources.	June 2022
Build specific capacity to identify and implement Tier 2 & 3 academic/instructional interventions.	Hannah Stout
Build specific capacity to identify and implement Tier 2 & 3 social/emotional interventions.	Michael Wheeler



**Strategic Priority 1: Create a rigorous and relevant academic environment where our students excel and love to learn.**

**Success Metrics**

Description	2022	2023	2024	2025	2026
Percent of classrooms exhibiting all physical aspects of Gomez y Gomez as measured through walkthroughs.	80%	90%	100%	100%	100%
Percent of students meeting writing assessment benchmarks.	80%	90%	100%	100%	100%
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Percent Proficient in Math	Baseline	+2%	+2%	+2%	+2%
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**Investments**

Description	2022	2023	2024	2025	2026
Dual Language Training	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
Curriculum Writing	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
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Consultant for Curriculum Selection	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
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***Strategic Priority 2:*** Engage and activate all members of the SLLIS community in the necessary **practices to live out our commitment to equity and anti-racism.**



**Strategic Priority 2:** Engage and activate all members of the SLLIS community in the necessary **practices to live out our commitment to equity and anti-racism.**

**Guiding Principles:**

We will engage experts.

We will disaggregate our data to ensure we are analyzing it in a meaningful way and to ensure transparency throughout this journey.

KEY ACTIVITIES, FIRST 90 DAYS (JUL-SEP)	START	OWNER
Build introductory training for staff.	July 2021	Meghan Hill
Engage expert partners to assess organizational readiness and develop robust program to support organizational growth. Phase 1: Faculty & Staff and Board Phase 2: Caregiver Community Present for approval at September Board Meeting	July 2021	Meghan Hill

KEY ACTIVITIES, 90-180 DAYS (OCT-DEC)	START	OWNER
Provide anti-bias training for all participants in the hiring process.	October 2021	Anthony Graham
Establish Equity & Inclusion Board Committee with clear objectives and structure.	October 2021	Nicole Evans

KEY ACTIVITIES, BEYOND 6 MONTHS	TIMING
Establish DEI Task Force that engages Board, Faculty & Staff, Parents, and Students.	
Define what equity looks like at and means to SLLIS.	
Define what anti-racism looks like at and means to SLLIS.	
Define what cultural competency looks like at and means to SLLIS.	
Develop practice to ensure we continually review and renew policies, curriculum, and hiring practices with a DEI & CR lens. <ul style="list-style-type: none"> <li>Review all policies with a DEI and CR lens</li> <li>Review curriculum with a DEI and CR lens</li> <li>Review hiring practices with a DEI and CR lens.</li> </ul>	
Develop data strategy. <ul style="list-style-type: none"> <li>What data do we care about, what are the sources of record, when are decision points, etc.</li> <li>One of the deliverables should be a dashboard that is shared with/accessible by our entire community</li> </ul>	



**Strategic Priority 2:** Engage and activate all members of the SLLIS community in the necessary **practices to live out our commitment to equity and anti-racism.**

KEY ACTIVITIES, BEYOND 6 MONTHS	TIMING
Implement rigorous and persistent DEI training with faculty and staff. <ul style="list-style-type: none"> <li>• Include racial identity development</li> <li>• Embed in onboarding process</li> <li>• Implement mentor/partner relationships to support open dialogue</li> </ul>	
Develop and implement tiered culturally responsive programming for faculty & staff, board, and families.	
Provide professional development with focus on American history to promote common understanding of the role of race in our history and present.	
Review office referral process and outcomes. Incorporate teachers in the process to seek understanding, identify potential biases, and identify behavioral antecedents.	
Develop equity framework for decision making, e.g., rubric sample from Wayne Township, Dr. Renee, Penny Gregory, etc.	
Include anti-racism and equity topics in student discussions – perhaps through cohort model.	
Mentorship/partner program for 1 <sup>st</sup> and 2 <sup>nd</sup> year students to navigate race and equity.	

### Success Metrics

Description	2022	2023	2024	2025	2026
Percent of families actively engaged in equity and antiracism practices	5%	10%	15%	20%	25%
Percent of staff actively engaged in equity and antiracism practices	10%	20%	35%	50%	65%
Restorative Practices	Baseline	TBD	TBD	TBD	TBD
Growth Goal (IEP Students)	Baseline	TBD	TBD	TBD	TBD
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Growth Goal (Black Students)	Baseline	TBD	TBD	TBD	TBD
Growth Goal (ELL Students)	Baseline	TBD	TBD	TBD	TBD
Growth Goal (Hispanic Students)	Baseline	TBD	TBD	TBD	TBD

### Investments

Description	2022	2023	2024	2025	2026
Equity & Antiracism Consulting	\$50,000	\$50,000	\$35,000	\$20,000	\$10,000
<b>Priority 2 Sub-Total</b>	<b>\$50,000</b>	<b>\$50,000</b>	<b>\$35,000</b>	<b>\$20,000</b>	<b>\$10,000</b>





***Strategic Priority 3:*** Redesign our Middle School to create a robust, top-tier, sought-after program.

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KEY ACTIVITIES, FIRST 90 DAYS (JUL-SEP)	START	OWNER
Develop elective block to provide students more ownership over their educational enrichment, possibly include opportunity to acquire a third language.	July 2021	Michael Wheeler
Develop exit interview program for families who leave SLLIS [in 5 <sup>th</sup> – 8 <sup>th</sup> grade] to capture what they felt was missing from their SLLIS experience.	August 2021	Jennifer Ting
Draft Middle School specific questions to incorporate into community engagement process.	September 2021	Meghan Hill

KEY ACTIVITIES, 90-180 DAYS (OCT-DEC)	START	OWNER
Create a mentorship program so our students can see it, believe it, and achieve it.	October 2021	Nicki Winston
Build roadmap to offer more access to diverse enrichment activities, e.g., drama club, dance, robotics, step, chess, etc.	November 2021	Michael Wheeler

KEY ACTIVITIES, BEYOND 6 MONTHS	TIMING
Develop pathway to biliteracy award for graduates.	3Q22
Develop program that connects Middle School students to younger students in their target language	4Q22
Identify opportunities for students to use target language outside of classroom and incorporate into curriculum.	4Q22
Develop a Student led multilingual newspaper	2023
Develop extracurricular programs (clubs, enrichment, athletics, etc.)	2023

**Success Metrics**

Description	2022	2023	2024	2025	2026
Cohort Survival Rate	.55	.65	.70	.75	.8

**Investments**

Description	2022	2023	2024	2025	2026
Extracurricular Programs	\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
<b>Priority 3 Sub-Total</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$70,000</b>	<b>\$70,000</b>





***Strategic Priority 4:*** Explore the feasibility and value of a **SLLIS** run, dual-language **Pre-K** program.

**Strategic Priority 4:** Explore the feasibility and value of a **SLLIS run, dual-language Pre-K** program.

We will begin the formal work in **2024**. This provides time for us to continue development of our new Pre-K programming, improve our understanding of Pre-K programming and administration, and better understand the community need and benefits of a SLLIS run, dual-language Pre-K program.

Below is a list of key activities we anticipate to effectively accomplish this strategic priority. We will revisit this in 2024 to affirm and document the detailed action plan for this priority.

KEY ACTIVITIES, BEYOND 6 MONTHS	TIMING
Assemble Pre-K task force.	2024
Conduct market research to determine need and funding options.	2024
Document expected student outcome improvements.	2024
Determine the requirements to support a three-language model using Gomez y Gomez in PK-4.	2024
Identify staffing, facilities, and curriculum requirements to support Pre-K.	2024
Build business model with funding structure to demonstrate feasibility.	2024
Determine way-ahead.	2024





***Strategic Priority 5:*** Develop and integrate the SLLIS brand as an integral part the St. Louis community.



***Strategic Priority 5:*** Develop and integrate the **SLLIS brand** as an integral part the **St. Louis community**.

***Atomic Dust will lead this priority in July – September 2021.***





***Language Matters.***

***The board developed the following glossary of terms to assist in a common understanding of our Mission, Values, and Purpose as well as our Strategic Plan.***

**Antiracism:** The policy or practice of opposing racism and promoting racial tolerance. (Oxford Dictionary-Microsoft Bing)

**Bilingual Education:** The instruction of lessons in two languages (also known as Dual Language).

**Celebrate:** To commemorate actions, activities, and people with festivities or acknowledgements for growth, awareness, achievements, holidays and community regarding SLLIS academics, culture, mission, purpose and values.

**Cultural Competency:** The ability to effectively and comfortably interact with people of different cultures, involving four stages of practice: awareness, change, knowledge and skills. The stages of practice are defined as:

1. Awareness - The examination of own beliefs, prejudices and discriminatory behavior.
2. Change - The action of changing your beliefs and attitudes about people who are different from you in terms of race, ethnicity, culture, sexuality, gender, disability or other characteristics from discriminatory to acceptance.
3. Knowledge - Learning about the beliefs, practices and values of other cultures.
4. Skills - The development of communication skills and sensitivity to effectively interact with diverse individuals. (Developed in part from definitions from National Alliance on Mental Illness, University of Chicago)

**Culturally Responsive Teaching:** Teaching pedagogy that recognizes the importance of including student's cultural references in all aspects of learning. (Ladson-Billings, 1994)

**Data Driven Decisions:** Decisions that are anchored in the collection of internal and external quantitative and qualitative data.

**Equitable:** Fair and impartial. (Webster Dictionary)

**Equity:** A measure of fair treatment, opportunities and outcome across race, gender, class and other dynamics. (Georgetown University Anti Racism Toolkit definitions)

**Inclusive:** Broad in orientation or scope. (Merriam-Webster Dictionary)

**Inclusive Classroom:** A classroom that is welcoming and supportive of diverse, academic, social, emotional and communication needs of all students. (Inclusive Classrooms: A Primer for Teachers, [www.ReadingRockets.org](http://www.ReadingRockets.org)).

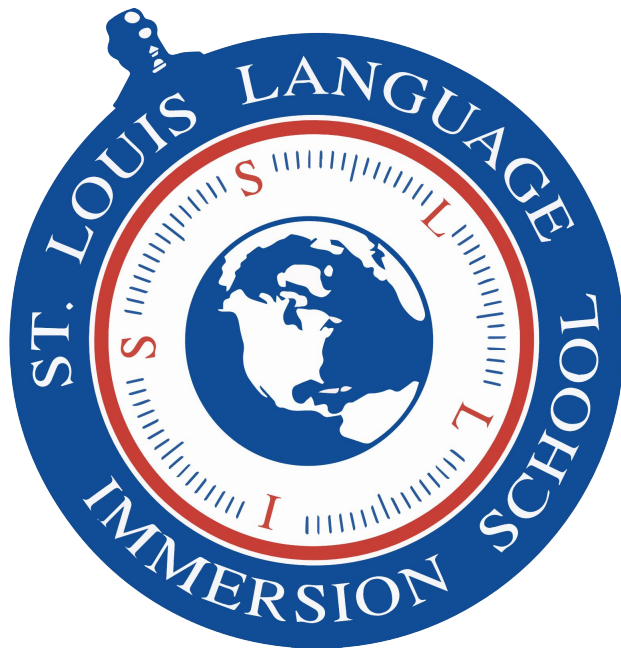
**Just:** Guided by truth, reason and fairness. Used especially of what is legally or ethically right or proper or fitting; Free from favoritism or self-interest or bias or deception (Developed in part from [www.thefreedictionary.com](http://www.thefreedictionary.com) )

**Rigorous Education:** Intellectually motivating and challenging curriculum that guides students to confront ideas and problems in new and meaningful ways.

**System of oppression:** The systemic power imbalances that influence interactions between people of different cultures, creating a system where certain groups of people have more advantages and those with less advantage have a reduced sense of belonging and power in the society at large. (Developed in part from definitions from National Alliance on Mental Illness, University of Chicago)

**Transformational Education:** The engagement in critical study, review and self-reflection that promotes new meaning, perspectives, concepts, beliefs and judgements.





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