



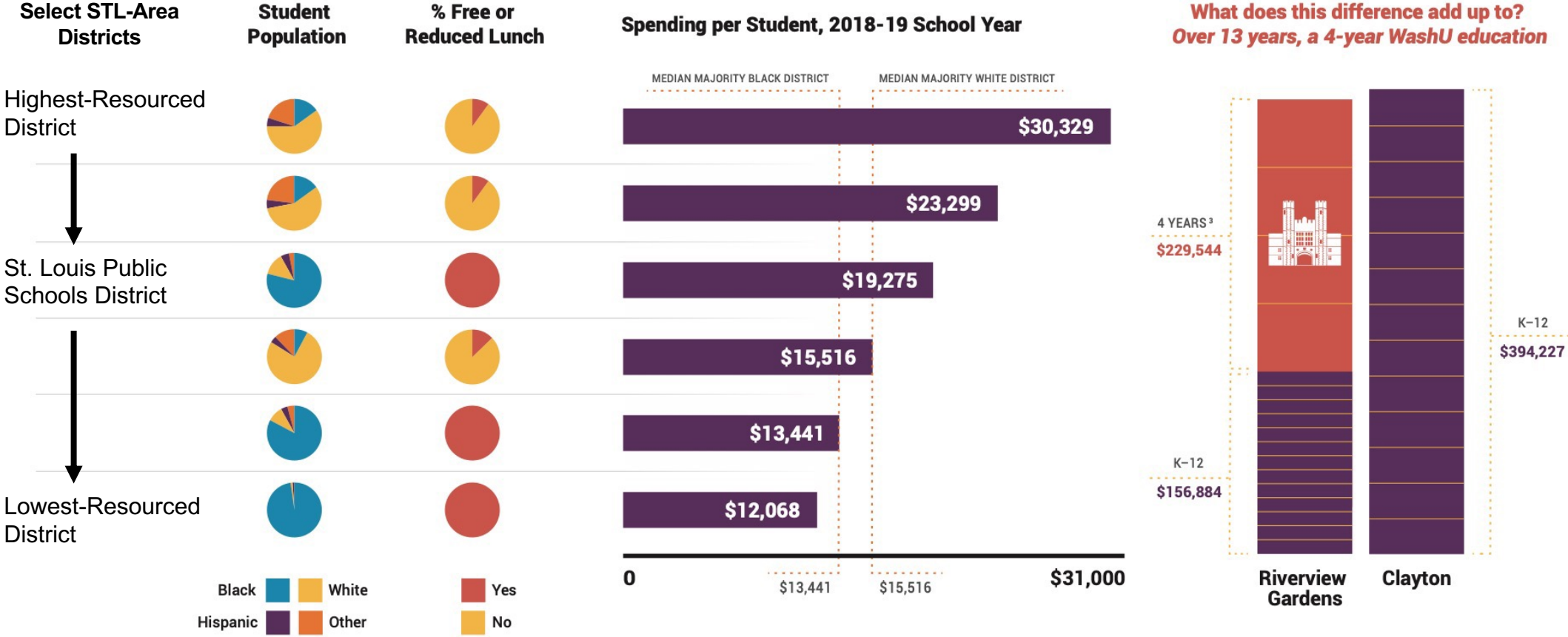
ST. LOUIS PUBLIC SCHOOLS  
FOUNDATION

**2022-2025 Strategy**  
**“Foundations for Success:  
Ready, Engaged, and On Track”**

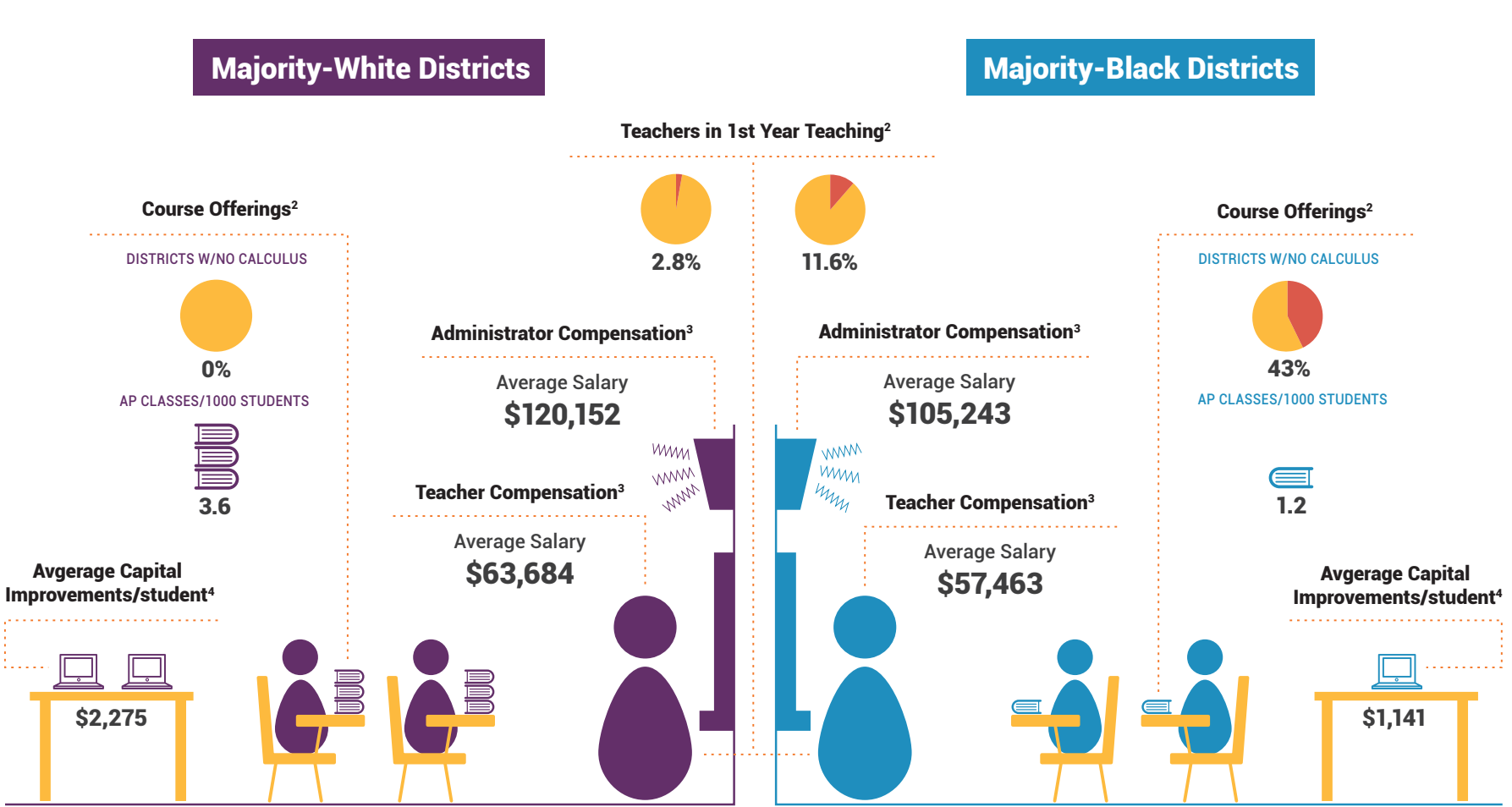
# The Need



# Our societal challenge stems from well-documented, structural **educational funding inequities** among districts by racial composition



# For SLPS, this has produced commensurately profound inequities in accessing high-quality educational resources due to lack of funding and focus



There are real challenges that are showing up in our schools, and we have not had the resources or the sustained focus to address them.

And now, the acute factors affecting the health and wellness of SLPS students **threaten the very foundation of their readiness to learn**

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**The New York Times**

*The Students Returned, but the Fallout From a Long Disruption Remained*



Pandemic's impact on youth mental health 'devastating': Surgeon General

**Psychology Today**

The Crisis of Youth Mental Health

**EducationWeek**

**A Tenuous Balance: Supporting Students While Pushing Their Learning Recovery**

**The Washington Post**

Children's mental health badly harmed by the pandemic. Therapy is hard to find.

**EducationWeek**

**Student Mental Health and Learning Loss Continue to Worry Principals**



Pediatricians say the mental health crisis among kids has become a national emergency

**MISSOURI INDEPENDENT**

**Missouri is facing a pediatric behavioral health crisis**

# Our Role and Approach





# We are clear about the **level of impact we seek for children and families** served by St. Louis Public Schools

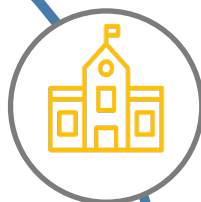
## Vision

All SLPS students have access to excellent schools with robust and responsive **academic and social-emotional** resources that support them to achieve their goals.

## Mission

The St. Louis Public Schools Foundation raises funds to invest in solutions that drive equitable outcomes for all St. Louis Public School students, while recognizing and promoting excellence in our city's public schools.

## Core Beliefs



All children in St. Louis deserve access to schools that meet their academic, social, and emotional needs.



For students to succeed academically, they must also feel safe, welcome, and accepted.






Strategic philanthropy should support public schools to help create and sustain the conditions for students to truly thrive.





# We will prioritize investments in **academic and social supports** to ensure students are **ready, engaged and on-track for success**

*Research shows students perform best in school and thrive developmentally when they are . . .*






NEW FOCUS DOMAINS	 <b>READY</b>	 <b>ENGAGED</b>	 <b>ON TRACK</b>
<b>WHY THIS MATTERS</b>	Students are “ready” when they achieve <b>developmentally-appropriate benchmarks</b> for physical, social and emotional, cognitive, language, and learning skills development.	Students are “engaged” when they have <b>positive relationships</b> with peers and adults, a <b>sense of belonging</b> , and <b>agency</b> to participate in academic and other school-related activities.	Students are “on track” when they achieve <b>grade-level benchmarks</b> for attendance, grades and course credit <b>to qualify them to and succeed</b> at the next academic level.
<b>WHAT WE WILL ASK OURSELVES AND OTHERS</b>	Are students academically and developmentally ready for the next grade level and/or stage in their learning journey?)	Are students actively engaged and thriving in the classroom, finding joy in learning; and learning how to learn?)	Are students achieving and developing in ways that meet criteria for post-secondary success?







We will map these **focus domains** to **streamlined priority areas**, tied to specific investments and impact groups.

NEW FOCUS DOMAINS	 <b>READY</b>	 <b>ENGAGED</b>	 <b>ON TRACK</b>	<b>IMPACT GROUP</b>
<b>STREAMLINED PRIORITY AREAS</b>				
<b>Health and Well-Being</b>	<i>Investments could include:</i> <ul style="list-style-type: none"> <li>• Health Screenings</li> <li>• SIT Back-to-School Kits</li> <li>• Student vouchers to buy clothing</li> </ul>	<i>Investments could include:</i> <ul style="list-style-type: none"> <li>• Trauma Response Teams</li> <li>• Social Worker Expansion</li> <li>• Parent buddy system</li> </ul>	<i>Investments could include:</i> <ul style="list-style-type: none"> <li>• Peer Mentorship Program</li> </ul>	 <b>Students and Families</b>
<b>Post-Secondary Opportunity</b>	<i>Investments could include:</i> <ul style="list-style-type: none"> <li>• Student Opportunity Gap Fund</li> <li>• Gifted &amp; Talented Expansion</li> <li>• Pre-K Education Expansion</li> </ul>	<i>Investments could include:</i> <ul style="list-style-type: none"> <li>• Attendance Incentives</li> <li>• College Campus Visits</li> <li>• Teacher Home Visits</li> <li>• Show Me The World Project</li> </ul>	<i>Investments could include:</i> <ul style="list-style-type: none"> <li>• ACT Teacher Prep</li> <li>• Dual Enrollment</li> <li>• A.P. Coursework</li> <li>• Career Internships</li> <li>• College Counselor Expansion</li> </ul>	
<b>Talent Capacity</b>	<i>Investments could include:</i> <ul style="list-style-type: none"> <li>• Social Worker Internships</li> <li>• Pre-K Teacher Training</li> <li>• Mentor Teacher Training</li> </ul>	<i>Investments could include:</i> <ul style="list-style-type: none"> <li>• Talent Recruitment Interns</li> <li>• Aspiring School Leaders Program</li> <li>• Staff Therapists</li> </ul>	<i>Investments could include:</i> <ul style="list-style-type: none"> <li>• Lead Mentor Teacher Training</li> <li>• Educator of the Year Awards</li> <li>• School Innovation Projects</li> </ul>	 <b>Educators</b>





As an effective **advocate and partner**, the Foundation should bolster the district’s capacity to collect and utilize student-level data to monitor outcomes, identify critical needs, and advance best practices

**INTENT**

We must more clearly articulate what factors contribute to “**readiness for learning**”, especially in the early elementary grades.

We must bolster the district’s capacity to deliver critical student supports to keep them “**engaged and connected**” in school to improve their academic readiness.

We must be more focused on what factors determine students being “**on track**” along the entire K-12+ continuum.

**SAMPLE MEASURES**



**Ready**

- #/% students reading above grade-level by end of school year
- #/% of students receiving SIT support
- #/% of high performing educators retained



**Engaged**

- #/% of students demonstrating increases in academic mindsets and behaviors
- #/% of students pursuing academic and/or prosocial goals
- #/% of students supported with IEPs
- Average daily attendance



**On Track**





- #/% of students achieving ACT college-readiness standards
- #/% of students applying to at least one college of their choice
- #/% of students entering workforce at \$15/hr or above

**GOAL**

All SLPS students have the resources and support to thrive academically and social-emotionally.



# Language matters: We must better articulate our unique value in the community, and with our stakeholders

	<i>We will move from...</i>	<i>toward...</i>
 <b>FOCUS</b>	<p>“Students – regardless of race or income status, have access to excellent academic instruction and opportunities that prepare them for fulfilling futures.”</p>	<p>“Students should have access to schools with <b>robust and responsive academic and socioemotional supports</b> to get to and through post-secondary stage, with the skills and know-how to contribute meaningfully to their communities.”</p>
 <b>PRIORITIES</b>	<p>Health and Well Being, College and Career Readiness, Pre-K/Early Childhood Education, Innovative Leadership</p>	<p><b>Three primary investment priorities</b> that streamline previous priorities: Health and Well-being and Post-secondary Opportunity (impacting students and families directly), and Talent Capacity (impacting educators).</p>
 <b>APPROACH</b>	<p>We support district-specified, otherwise unfunded needs with philanthropic dollars</p>	<p>We invest in <b>proven or promising practices</b>, and coordinate community partners to incubate, refine, and embed impactful programming that <b>optimizes student well-being and achievement</b>.</p>
 <b>IMPACT</b>	<p>Aiming for meaningful outcomes with our investments, regardless of our – or the district’s - ability to measure or track.</p>	<p>Aiming for investments that are meaningful, <b>measurable, scalable, and sustainable</b>.</p>

