



of a Lion

State of the District Strategic Plan & Continuous Improvement

Sharonica Hardin-Bartley, PhD PHR
Superintendent of Schools

Monday, November 10, 2025



THE SCHOOL DISTRICT OF
UNIVERSITY CITY
WWW.UCITYSCHOOLS.ORG

Welcome from the Board of Education

Whitaker Staudt

*UCHS Senior
Board of Education Student Representative*



THE SCHOOL DISTRICT OF
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State of the District
November 2025-26

Welcome from the Board of Education

Dr. Monica A. Stewart

Board of Education President



THE SCHOOL DISTRICT OF
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State of the District
November 2025-26

Welcome from the Community

Katherine Williams

*Barbara C. Jordan and BWMS Parent
University City High School Class of 1999
Co Vice President of One U City*



University City Board of Education



Dr. Monica A. Stewart
President



Karen Bernstein
Vice President



Kay Gage
Secretary



Matt Bellows
Director



Laverne Ford-Williams
Director



Guerin Pichon
Director



Tameka Staten
Director



Whitaker Staudt
Student Representative



Our District Leaders



Joe Miller



Dr. Rebecca O'Connell



Scott Hafertepe



Olu Mitchom



Gary Spiller



Mark Basi



Dr. Artondria Bentley



Ayinde Wayne



Wendy Gilliam



Our School Leaders



Crystal Cauley



Dorlita Adams



Darion Murdock



Dr. Jim Triplett



Deitra Colquitt



Justin Davis



Dr. Michael Peoples



Nikole Shurn



Clarence Ware



Today's Meeting

Strategic Planning: Your Voice, Your Children, Our Community

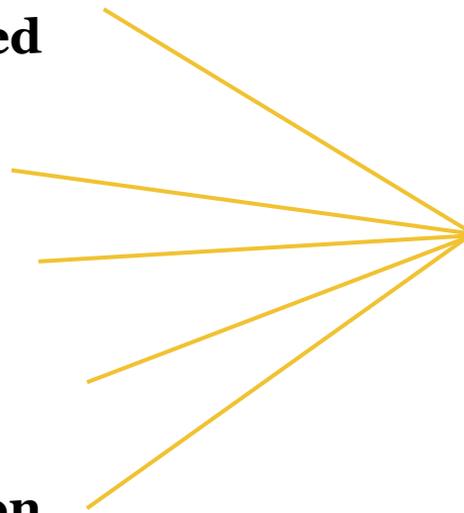
History of
Learning Reimagined

APR Reporting

The Five Priorities

Gallery Walk

Refreshing the Vision



School District of University City Portrait of a Graduate

Academically Prepared
for postsecondary education & careers

- Literacy
- Numeracy
- Information & Media Literacy

Innovative Problem Solvers

- Curious
- Creative
- Critical Thinker

Mindful of Self

- Persistent
- Self-Aware
- Self-Advocate

Mindful of Others

- Empathetic
- Collaborative
- Engaged with their Community

UNIVERSITY CITY
UNIVERSITY CITY

ucityschools.org/GradPortrait



School Family Community

Research shows that when schools, families, caregivers and communities partner, students:

- Earn higher grades
- Attend school more regularly
- Stay in school
- Are more motivated



SDUC - A Title I School District

- Federal funds are provided to ensure K–12 students have the resources needed to meet high academic standards.
 - All schools in the University City School District are designated as Title I eligible.
- All Title I schools must have:
 - A Parent and Family Engagement Policy
 - A School-Parent Compact that describes how the school and parents will work together to promote student success
 - A Schoolwide Plan (Strategic Plan)
Fall and Spring meetings to engage families in their child’s education and ensure they understand how Title I programs support students success.



What is Strategic Planning?

- Identifying the future we want
- Understanding our current state
- Putting actions in place to close the gap between current and future



Why Strategic Planning?

- Alignment
- Clarity/Focus
- Priorities set to apply resources
- Clear accountability



Strategic Planning



Our Why



THE SCHOOL DISTRICT OF
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State of the District
November 2025-26

School District of University City

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UNIVERSITY CITY



ucityschools.org/GradPortrait



Learning Reimagined



THE SCHOOL DISTRICT OF
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State of the District
November 2025-26

Core Pillars of Learning Reimagined

Humanize

Create an environment that nurtures social-emotional, physical and mental growth and development.

This includes acknowledging individual challenges and celebrating each student's unique gifts. Through our relationships with students and families, and a commitment to academic excellence, equity, access, justice and restorative practices, we increase each student's capacity to learn and thrive.

Personalize

Develop an individualized plan of instruction for each student based on personal strengths, educational goals and special interests.

This includes involving the school community in leveraging STEAM (science, technology, engineering, arts and mathematics) to prepare students to thrive in the traditional and emerging fields.

Problematize

Teach the art of problem-solving by providing memorable learning experiences that stimulate innovation and creativity.

Through extracurricular and in-class opportunities, our students learn to think for themselves and to confidently raise their own voices to any issue they choose.

Five Strategic Priorities

Rigorous, Modern & Relevant Learning

We will deliver an education that engages the students as human beings, tailors learning to their individual needs, and presents relevant, real-world problems to solve – with clear connections to their future education and work.

Well-Being & Joy

Our students – and our staff – are whole people who require an environment of safety, love and support to thrive. They will find that in our schools.

Excellent Staff

We will recruit, develop and retain excellent teachers, principals and specialists ready to commit to our shared vision of academic excellence.

All Hands

Our plan is ambitious and requires support and partnership both inside and outside of our schools. We need the schools and greater University City community to help us succeed.

Resources

Our schools must have the resources to put this plan into action. Our budget is a statement of our priorities and, as a school system, we commit to finding the resources to ensure our budget and operations reflect and support our priorities.

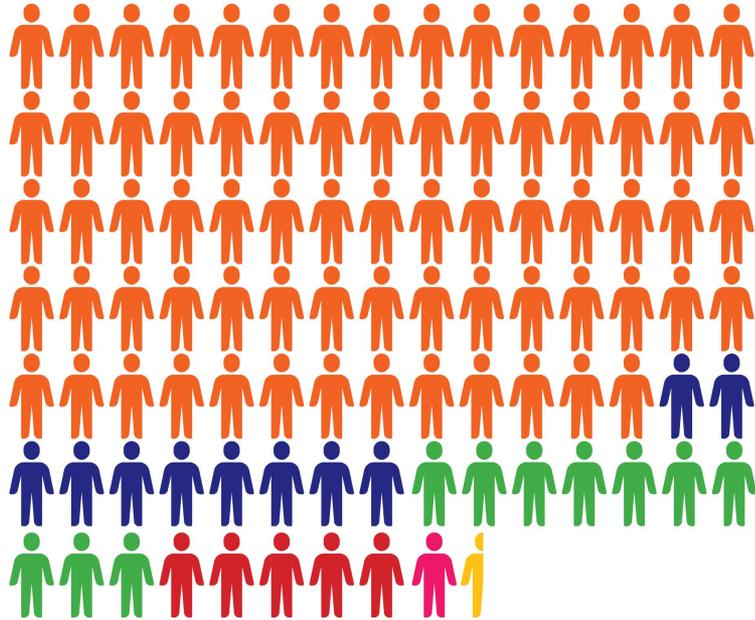
District Enrollment by Levels (SY 2025-26)



Early Childhood.....	138
Elementary.....	1,337
Middle.....	574
High.....	889
Total.....	2,938



District Demographics (SY 2025-26)



Black = 73.3%

White = 10.2%

Hispanic = 10.1%

Asian = 1.0%

Multi-racial = 5.1%

Other = 0.2%

Students with a learning disability/
Individual Education Plan (IEP) = 17.8%





Strategic Priority 1
Rigorous, Relevant
& Modern Learning
Experience



APR Reporting ⁽²⁰²⁵⁾

Annual Performance Review

- Received full points for Mathematics and Social Studies Growth metrics
- District remains fully accredited with 80.7% of the possible points earned

University City 2023, 2024, & 2025 APR Results

	2023 APR			2024 APR			2025 APR		
	Points Possible	Points Earned	% Points Earned	Points Possible	Points Earned	% Points Earned	Points Possible	Points Earned	% Points Earned
Performance	140.0	97.9	69.9%	140.0	94.5	67.5%	140.0	105.5	75.3%
Continuous Improvement	52.0	48.0	92.3%	60.0	56.0	93.3%	60.0	56.0	93.3%
	192.0	145.9	75.9%	200.0	150.5	75.2%	200.0	161.5	80.7%



University City 2025 APR Performance Totals

Performance Totals						
Performance		Points Possible	Points Earned	% Points Earned	MPI	Designation
Academic Achievement Status - English Language Arts	All Students	12.0	6.0	50.0%	352.3	Approaching
	Student Group	6.0	3.0	50.0%	340.6	Approaching
Academic Achievement Status - Mathematics	All Students	12.0	6.0	50.0%	331.8	Approaching
	Student Group	6.0	3.0	50.0%	317.7	Approaching
Academic Achievement Status - Science	All Students	4.0	2.0	50.0%	337.3	Approaching
	Student Group	2.0	1.0	50.0%	324.9	Approaching
Academic Achievement Status - Social Studies	All Students	4.0	3.0	75.0%	375.0	On Track
	Student Group	2.0	1.5	75.0%	361.9	On Track
Academic Achievement Growth - Eng. Language Arts	All Students	12.0	9.0	75.0%		On-Track
	Student Group	6.0	6.0	100.0%		Target
Academic Achievement Growth - Mathematics	All Students	12.0	12.0	100.0%		Target
	Student Group	6.0	6.0	100.0%		Target
Academic Achievement Growth - Science	All Students	4.0	3.0	75.0%		On-Track
	Student Group	2.0	1.5	75.0%		On-Track
Academic Achievement Growth - Social Studies	All Students	4.0	4.0	100.0%		Target
	Student Group	2.0	2.0	100.0%		Target
Success-Ready Students	CCR Assessments ¹	10.0	5.0	50.0%		Approaching
	Advanced Credit ²	10.0	7.5	75.0%		On Track
Graduation Rate	4-Year	20.0	20.0	100.0%		Target
Graduate Follow-up		4.0	2.0	50.0%		Approaching

* Suppression has been applied to protect small student populations.

¹CCR assessments include the following: ACT™, SAT™, WorkKeys™, Accuplacer™, and ASVAB corrected data for the 2023 graduation cohort.

²Advanced Credit includes: AP™, IB™, Dual Credit, Dual Enrollment, PLTW™, IRC or two qualifying stackable credentials.

University City 2025 APR Continuous Improvement Totals

Continuous Improvement Totals					
Continuous Improvement		Points Possible	Points Earned	% Points Earned	Met/Not Met
Improvement Plan		30.0	30.0	100.0%	
LEA Response to Standards		8.0	8.0	100.0%	
Climate and Culture Survey		4.0	4.0	100.0%	
Success-Ready Students	KEA ³	4.0	4.0	100.0%	
	ICAP ⁴	4.0	4.0	100.0%	
	Attendance (2024)	4.0	0.0	0.0%	
	CTE Expansion ⁵	2.0	2.0	100.0%	
MSIP 6 Required Documentation	Audit ⁶	2.0	2.0	100.0%	Met
	Annual Secretary of the Board Report (ASBR)	2.0	2.0	100.0%	Met
	Timely Submission of MOSIS/Core Data	2.0	2.0	100.0%	Met

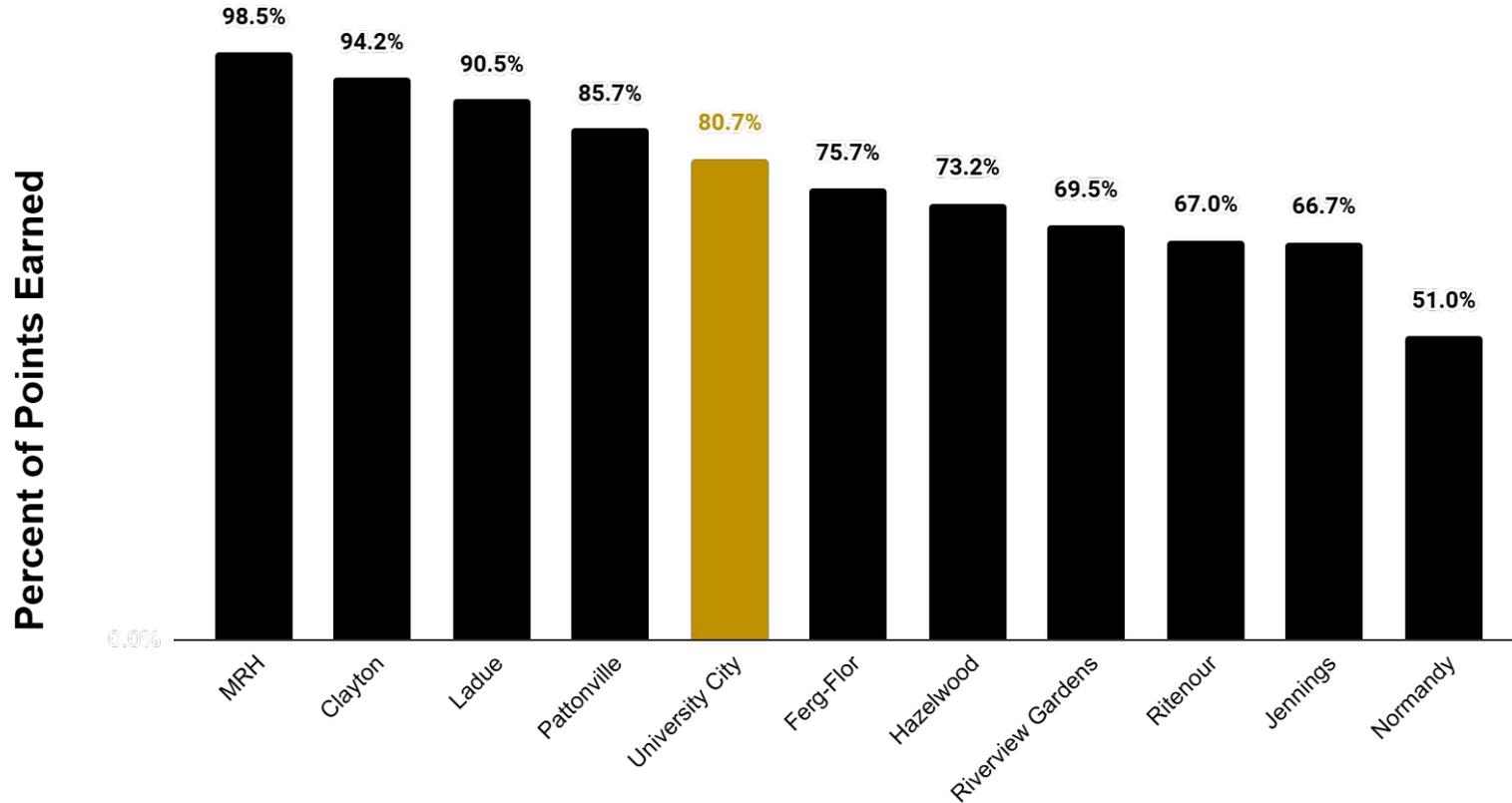
³Kindergarten Entry Assessment

⁴Individual Career and Academic Plan

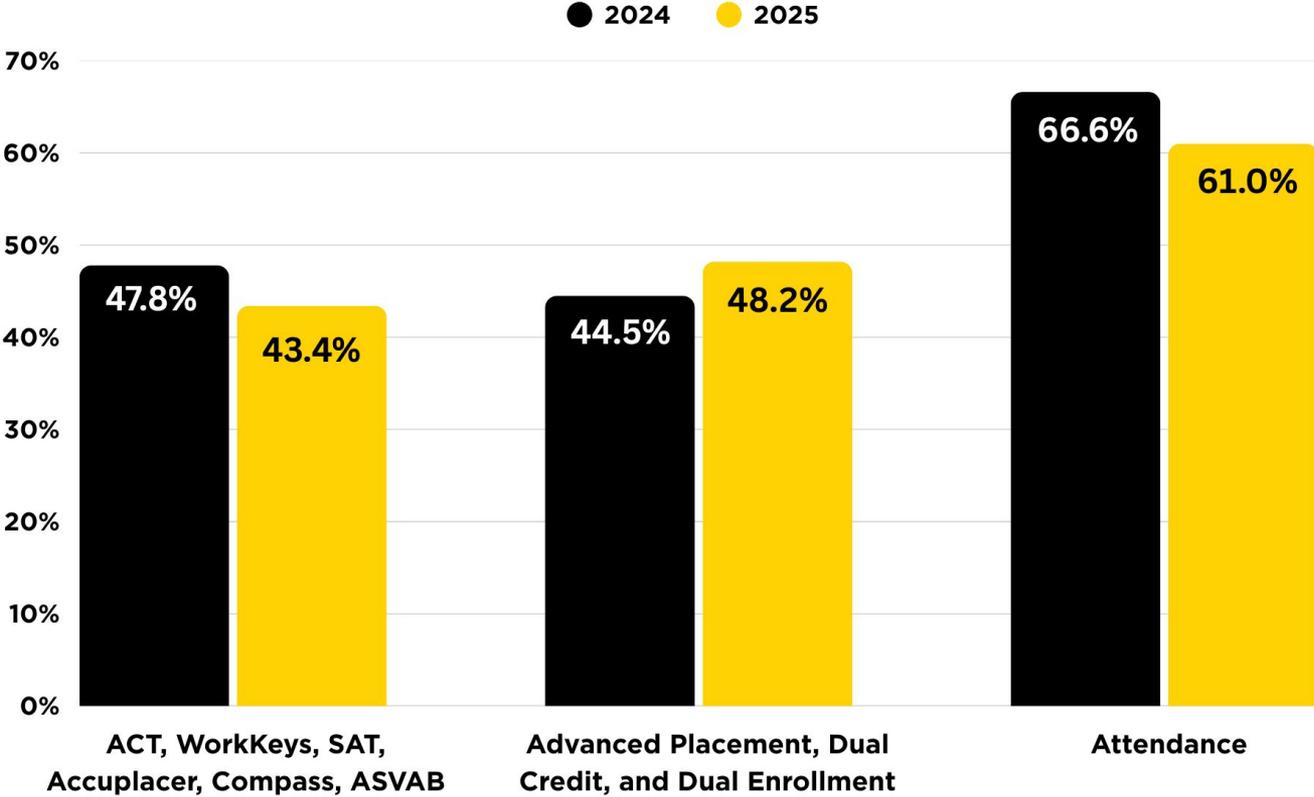
⁵In compliance with Section 162.1115, RSMo., points are awarded for the expansion of Career Technical Education Programs. Points are awarded when the LEA did not earn the maximum number of points possible in the performance Success-Ready Students category.

⁶Prior year audit is used due to timeline for submission (Dec 31).

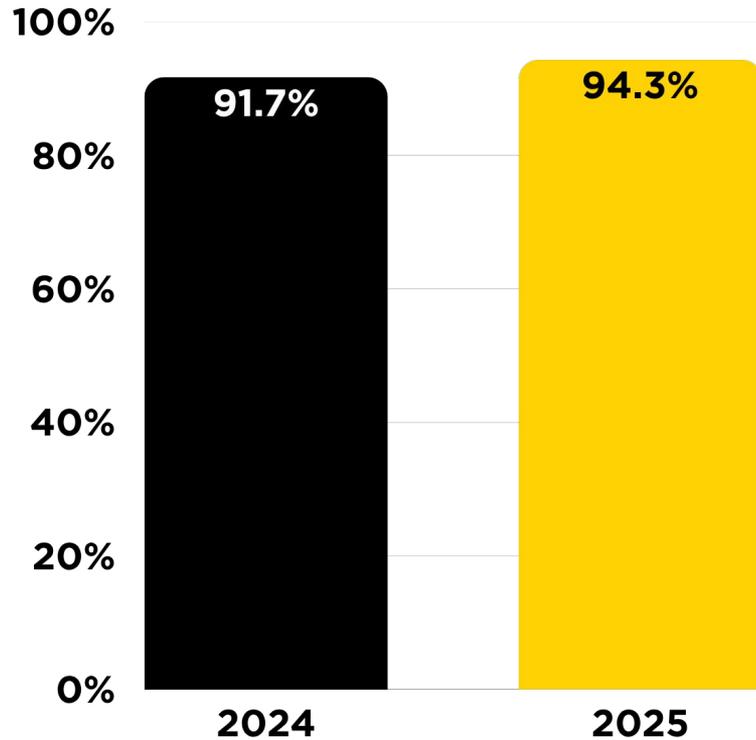
District APR Comparison (2025)



College & Career Readiness | Academic Performance



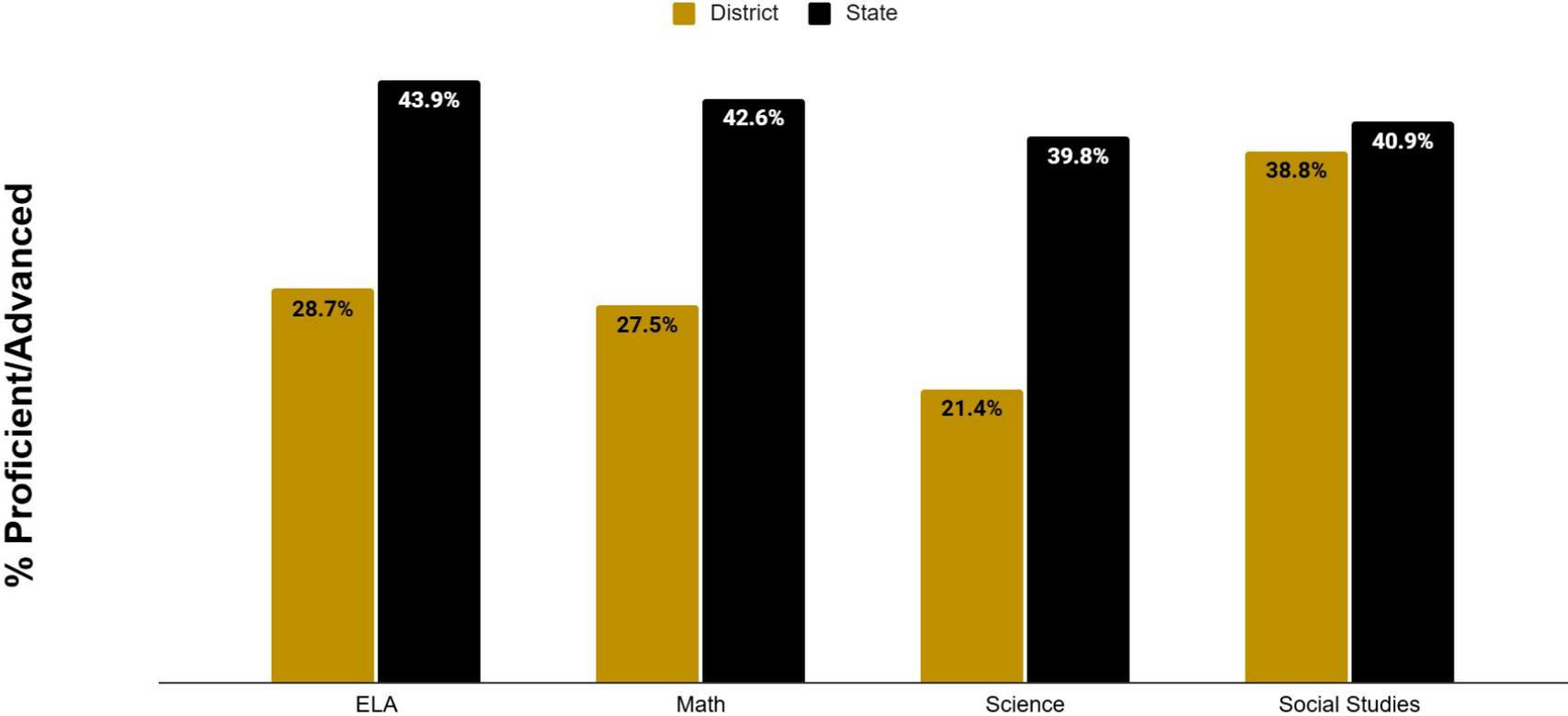
College & Career Readiness | Graduation Rate



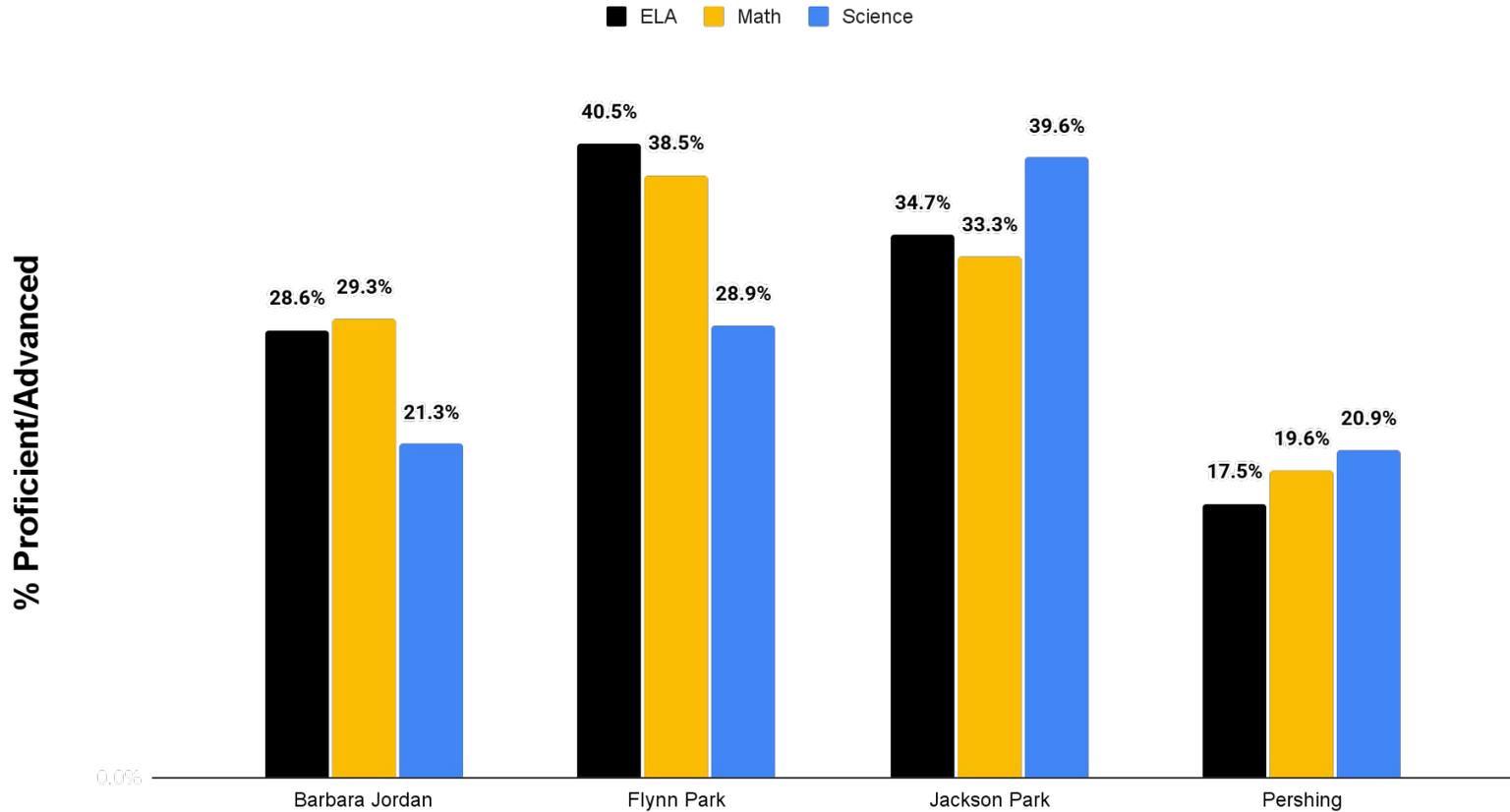
**4-Year Graduation Rate
is up 2.6%**



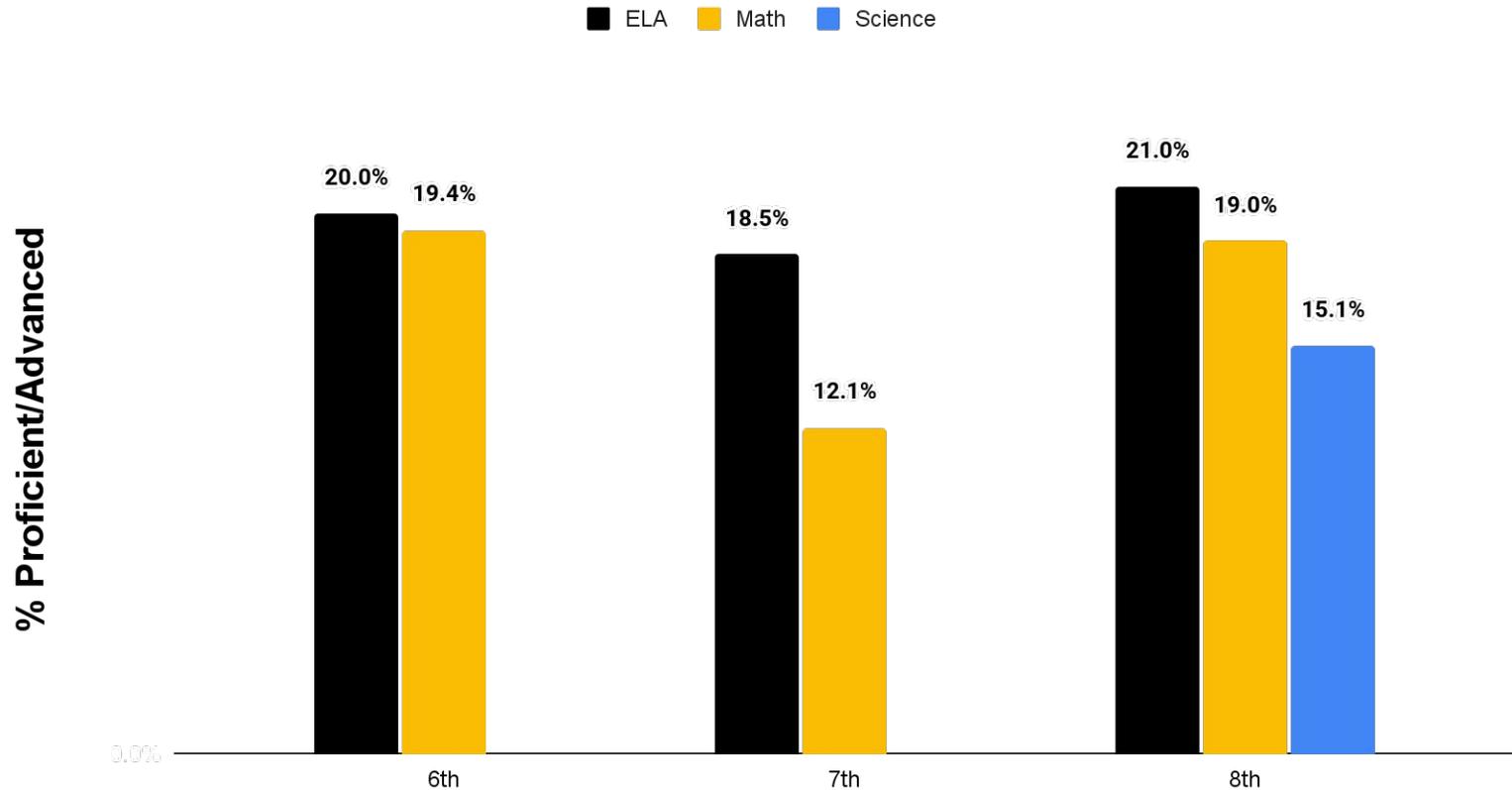
2025 MAP/EOC Overall Achievement vs. State of Missouri



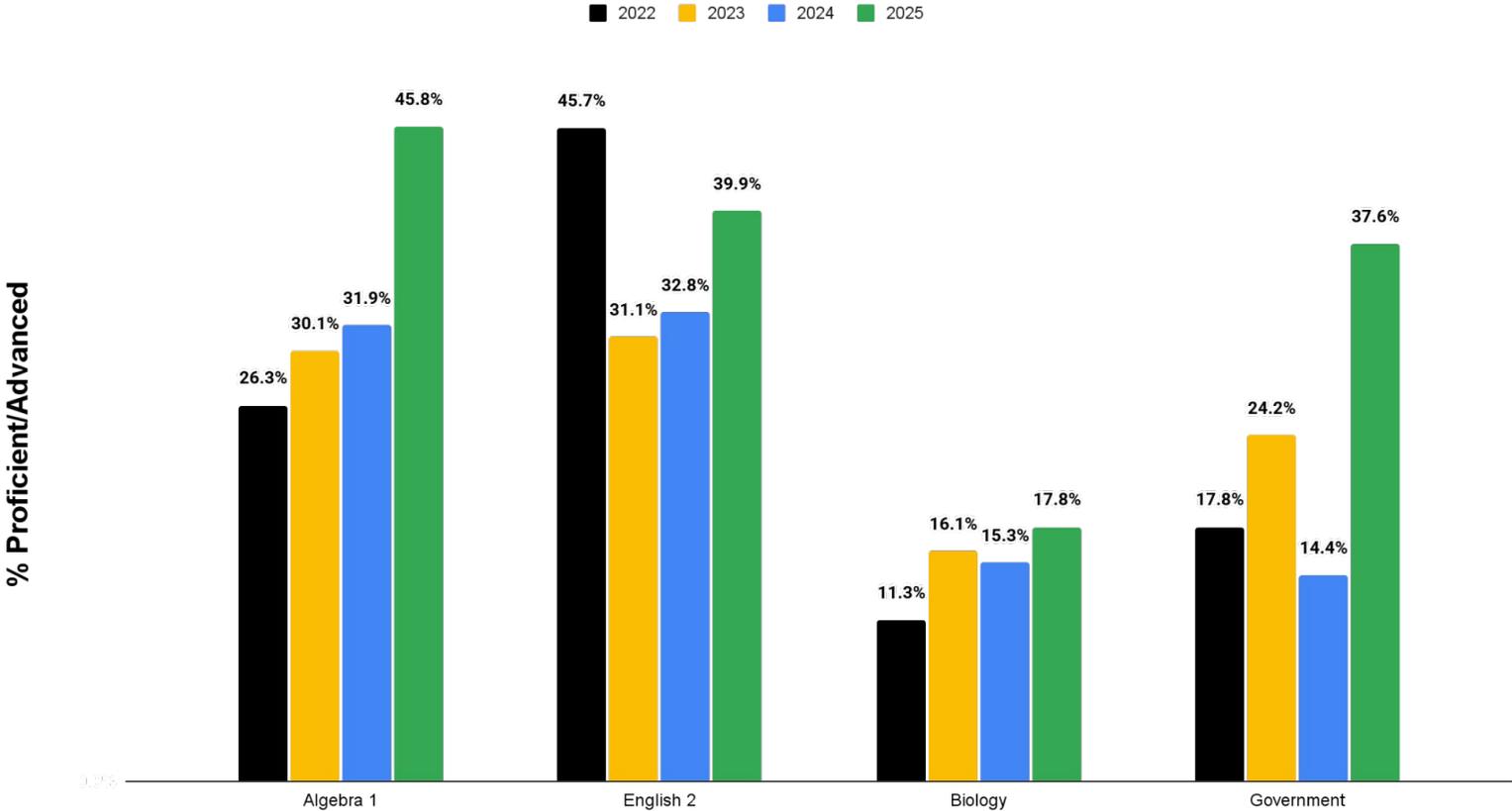
MAP Achievement by School (2025)



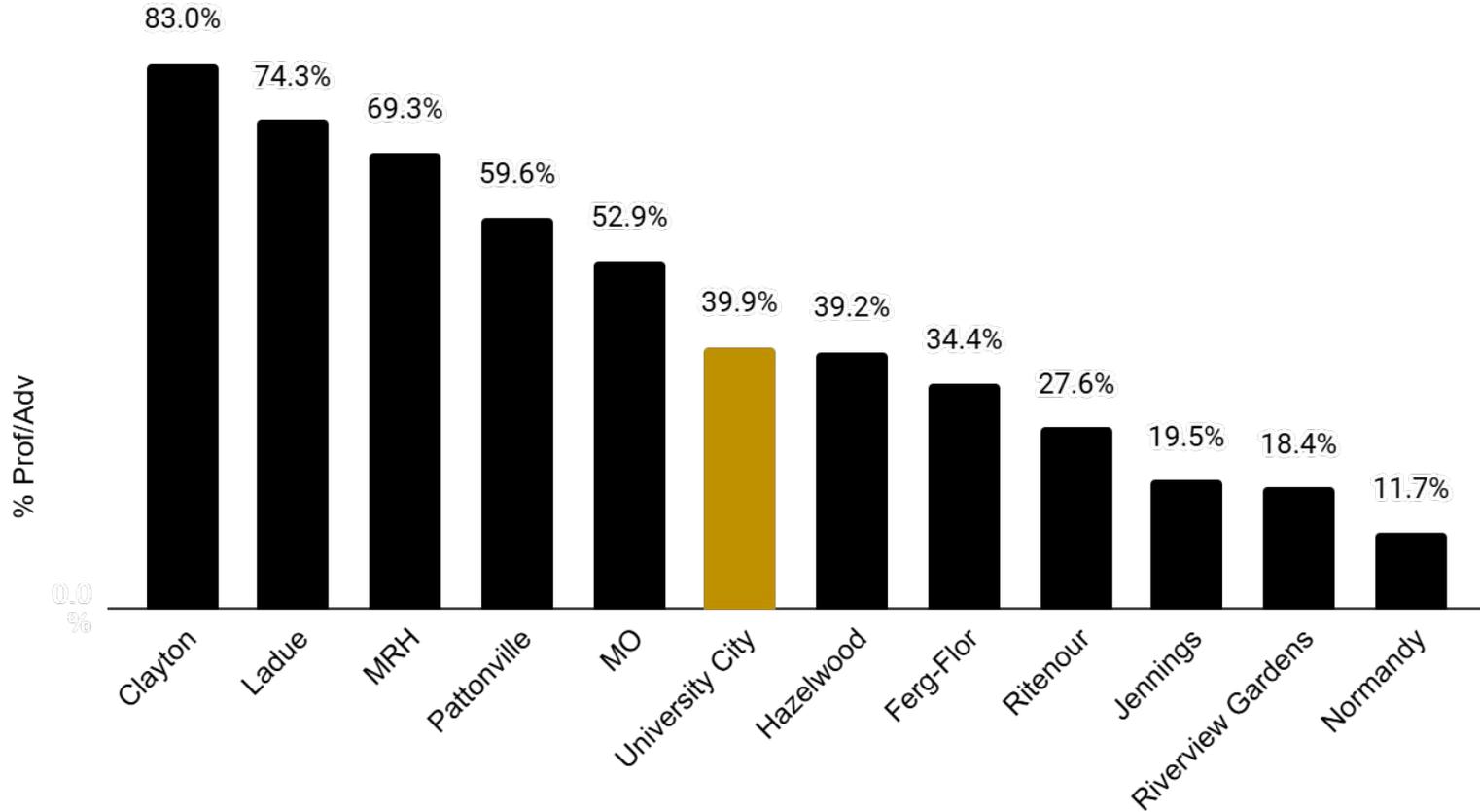
Brittany Woods MAP Achievement (2025)



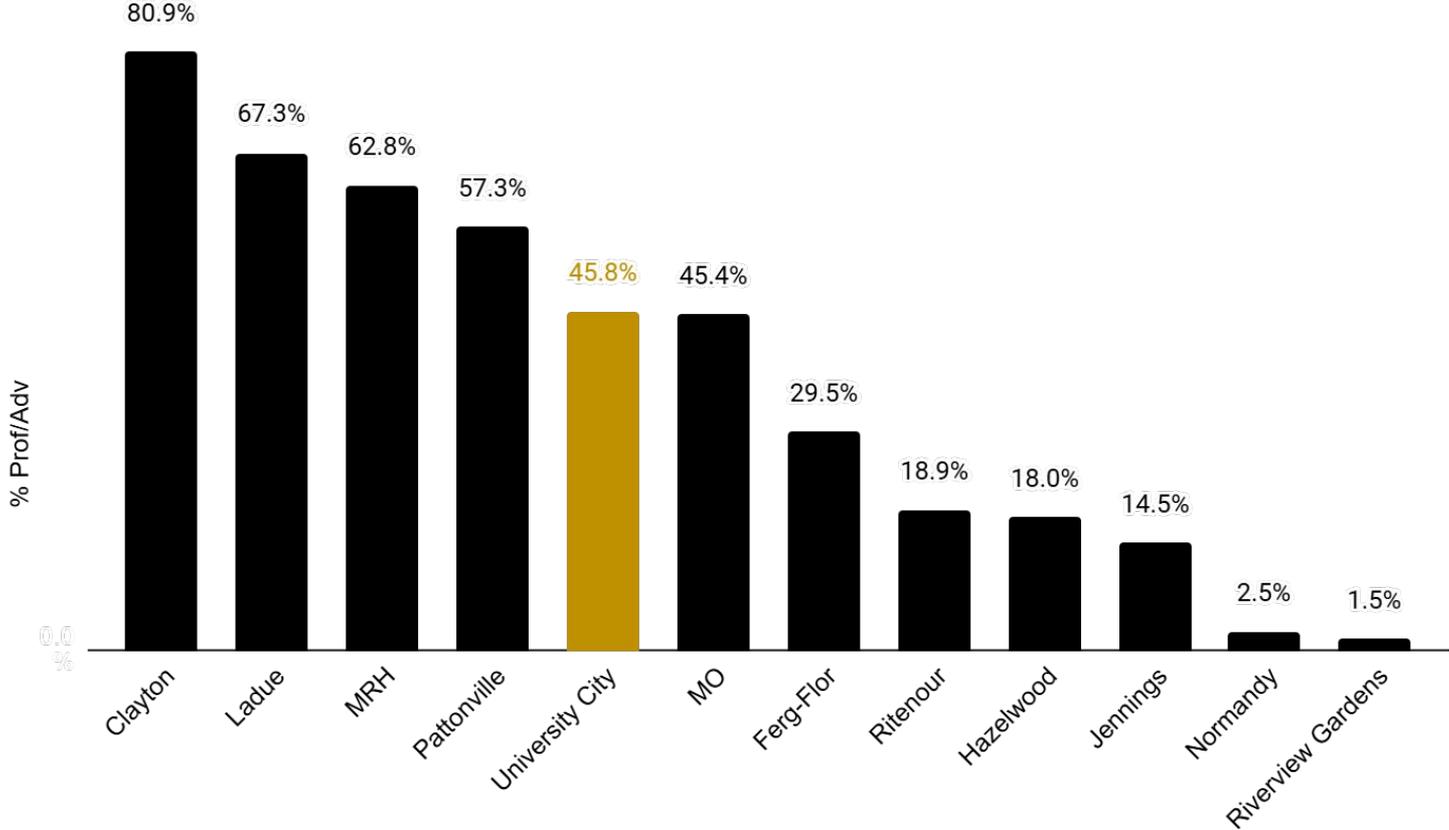
High School Proficiency Over Time



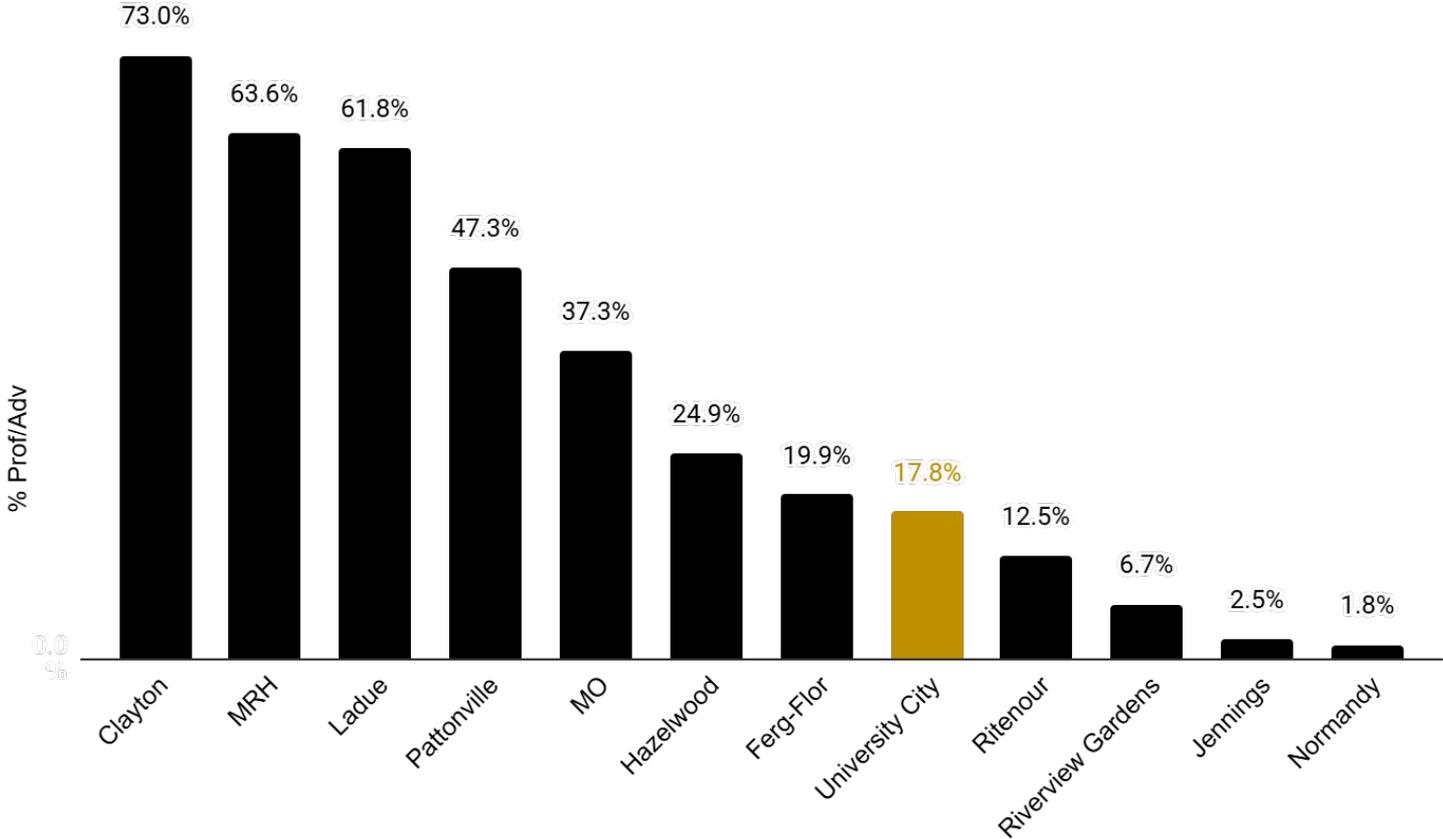
English 2 EOC Comparison (2025)



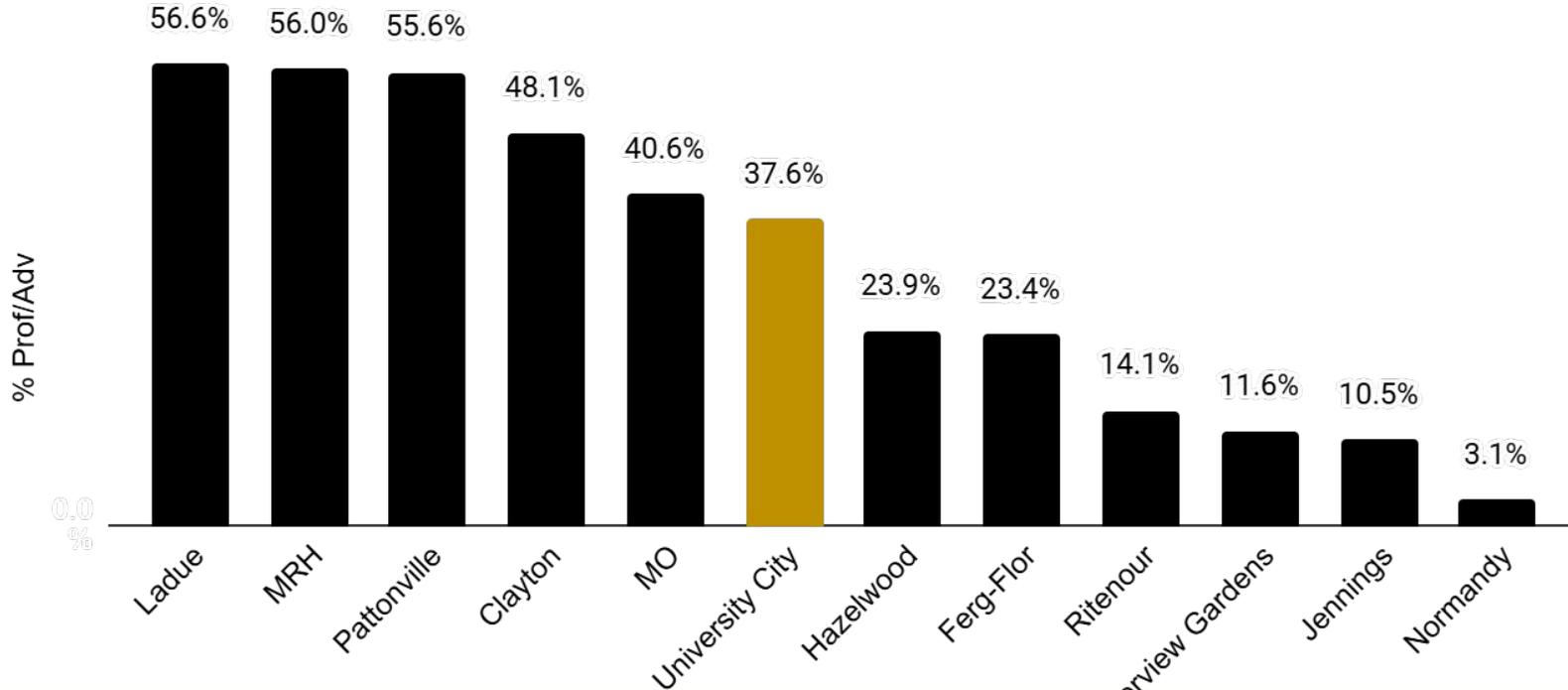
Algebra 1 EOC Comparison (2025)



Biology EOC Comparison (2025)

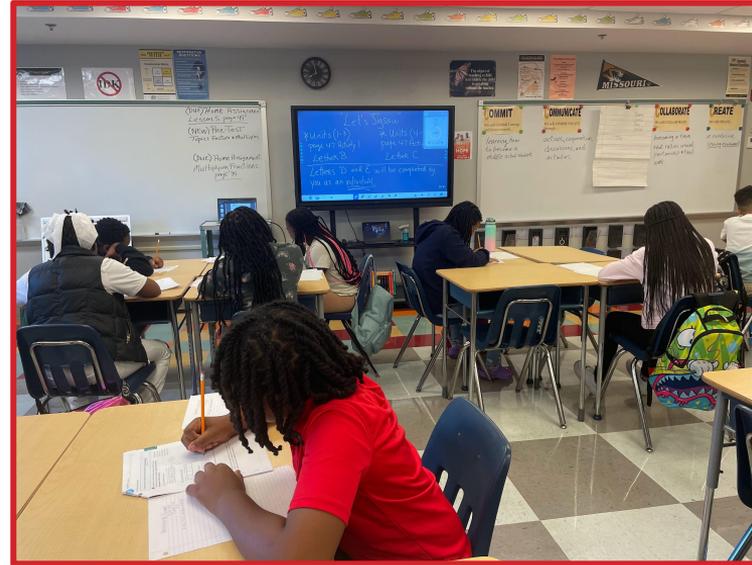


Government EOC Comparison (2025)



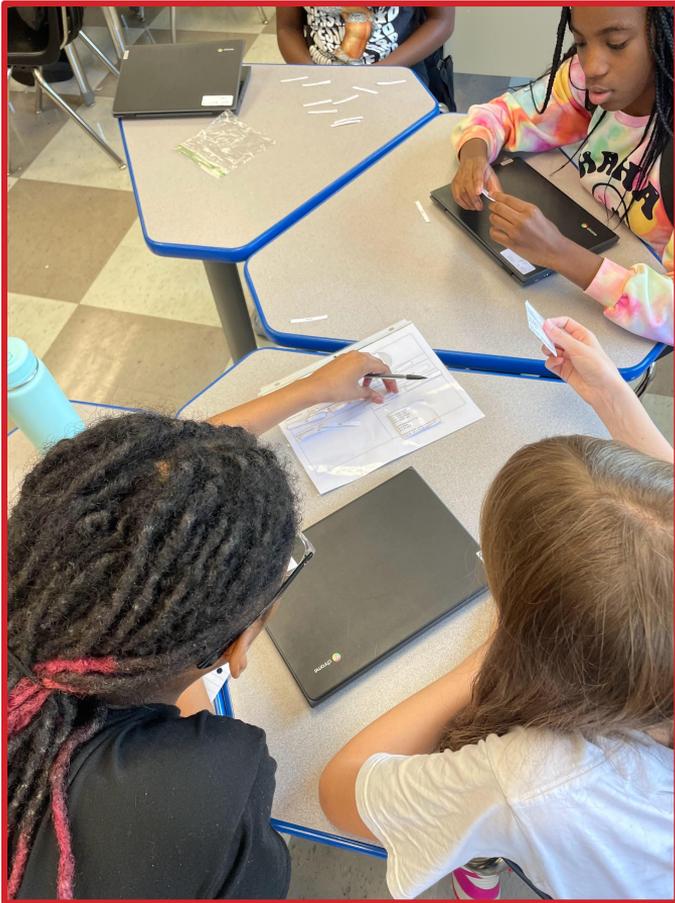
High Impact Actions - Math

- Intentionally monitored progress toward the vertical learning walk goal: *“The teacher’s facilitation of the lesson maintains the rigorous design of the curriculum and is appropriate for the grade level observed.”*
- Implemented consistent, data-driven, and embedded professional learning (K–12) through:
 - Observation and feedback
 - Coaching
 - Curriculum and content PLCs
- Supported teachers in strengthening the integrity of Year 2 Carnegie Learning math implementation (6–12), including regular “Deep Dives” of upcoming modules both throughout the school year and in the summer.



High Impact Actions - Math

- Collected, analyzed, and discussed BOY, MOY, and EOY Math Learning Walk data at each site, leading to collaborative action plans based on identified needs.
- Strengthened collaboration between UCHS & BWMS, along with Algebra & Algebra Lab to better address student needs.
- K–5 and 6–8 Math Specialists provided intensive intervention support at BCJ, PER, and BWMS.
- Delivered targeted, differentiated student support (K–12) using data from:
 - MAP Item Analysis Reports (3–12)
 - FastBridge (K–5)
 - Galileo (3–12)
 - SuccessMaker (K–3)
 - ALEKS (4–5)
 - Common curricular assessments and rubrics



High Impact Actions - Science

- Embedded K-5 science leadership team
- Collected, analyzed, and discussed BOY, MOY, and EOY K-5 Science Learning Walk data at each site, leading to collaborative action plans based on identified needs.
- Engaged teachers and building leaders in mySci professional development K-5
- Implemented intentional, data-driven, embedded professional learning (K-12)
 - Observation & Feedback
 - Coaching
 - Curriculum & Content PLCs
- Professional development and coaching 6-8-Washington University-ISP
- Professional development and curriculum development process 9-12
- DESE professional development and assessment alignment 6-12



High Impact Actions - Science



- Implemented new core curriculum for Earth Science, Biology, Space Science, and Chemistry
- Agriculture & Sustainability vertically aligned through all grade levels
- Developed consistent grade level STEAM Extensions: Alignment of external resources and supports to enhance curriculum
 - The Green Center
 - COCA
 - Magic House @MADE
 - Challenger Learning Center
 - St. Louis Planetarium

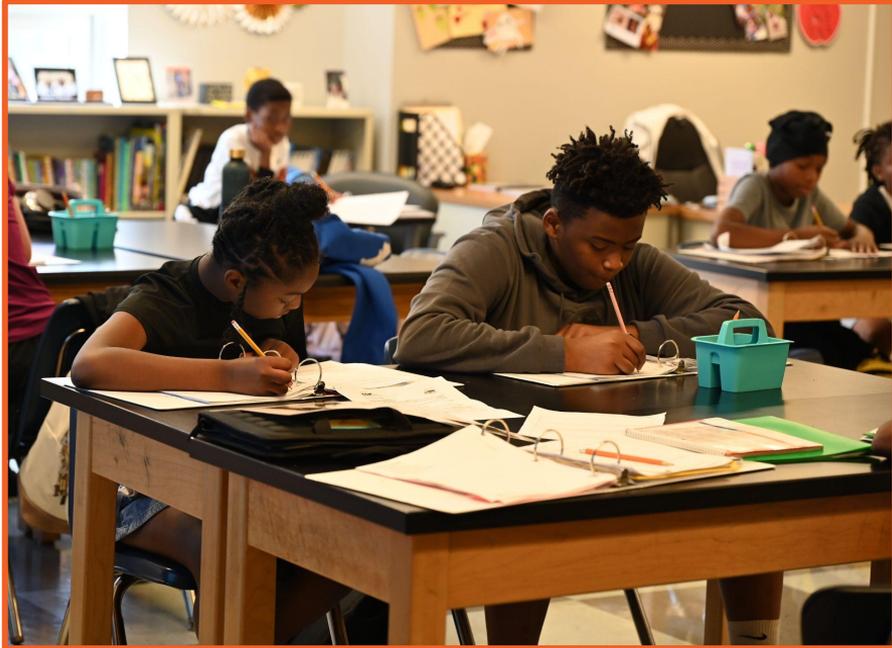


High Impact Actions - English Language Arts and Reading

- Increased monitoring of curriculum implementation to develop a coaching and professional development plan aimed to strengthen universal ELA instruction for grades K - 12 by ensuring:
 - classroom culture supports students to engage in learning,
 - teacher's facilitation of lessons maintain rigor and is appropriate for the grade level observed,
 - students produce grade-appropriate academic language about the content and engage in sufficient and rigorous practice essential content.
- Continued focus to increase the effectiveness of early literacy instruction (prek-2nd grade).
- Added Wilson Reading System as an intensive intervention for all elementary schools.



High Impact Actions - English Language Arts and Reading



- Tiered Intervention Supports
 - Elementary reading specialists (5)
 - Secondary reading specialists (4)
 - District reading coach (1)
 - Literacy coaches (3)
 - Support for striving readers:
 - Language Live (6-10)
 - Wilson Reading (2-8)
 - Foundations (preK-3)
 - Passports (4-5)



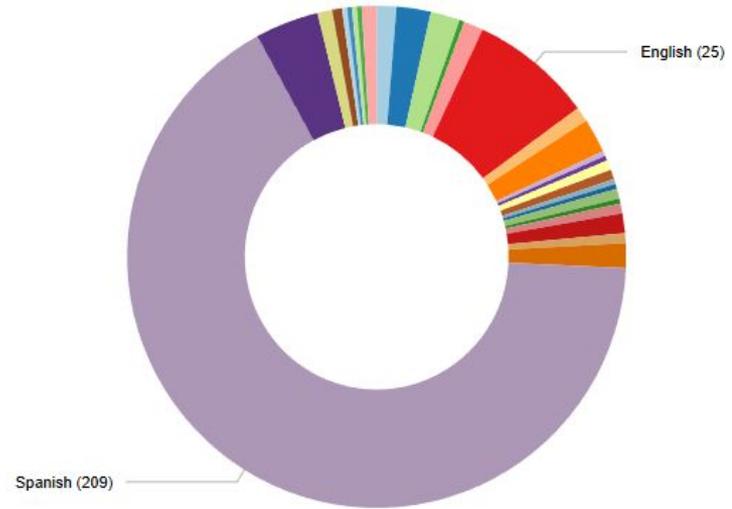
High Impact Actions - Social Studies

- Monitor implementation of Inquiry-Based, Literacy-Based 2-5 Social Studies Curriculum and provide support for students to take informed action in their communities
- Implement newly created and revised 3rd Grade MO History Curriculum
- Continued focus on aligning Government Formative and Summative Assessments with MO Assessment Item Specifications
- Deeper collaboration in PLCs around priority standards
- Vertical collaboration across 6th through 12th grade around priority standards and writing, including the Document-Based-Question method



Multilingual Learners

- ELlevation management software provides real-time data on ML students
- Addition of a Bilingual Social Worker to Provide Support for ML Students and Families
- The ML Enrollment Team provides support with registration and assesses families' needs for clothing, shelter, and food.
- Ongoing professional development for Multilingual Learners through the Learning Core Commitments



Total ML Learners: 253
Total Languages: 29



Multilingual Learners

School Year	ML Students
2019-2020	76
2020-2021	81
2021-2022	96
2022-2023	135
2023-2024	168
2024-2025	279
2025-2026	253





Strategic Priority 2
Well-Being & Joy

SEEAL Response

Social Emotional, Equitable & Academic Learning

- Multi-Tiered Systems of Support (MTSS)
- Adoption and continued implementation of Caring School Community curriculum (K-8) and Everyday Speech (K-5)
- Wellness spaces - restorative practices
- Continued and growing partnerships to supplement to our resources





Strategic Priority 3 Excellent Staff

EXCELLENT Staff

- Retained 88% of staff for the 2025/26 school year
- Hired 47 teachers and are fully staffed!



EXCELLENT Staff

- All certified staff receive intentional professional development aligned to curriculum implementation
- New staff receive additional professional development, a bi-monthly cohort for BTAP (Beginning Teacher Assistance, and a Mentor)



EXCELLENT Staff

Congratulations

The St. Louis American Foundation
2025
"Salute to Excellence in Education"
Awardee

Michael Peoples, Ph.D.
University City High School Principal
Director of Secondary Education



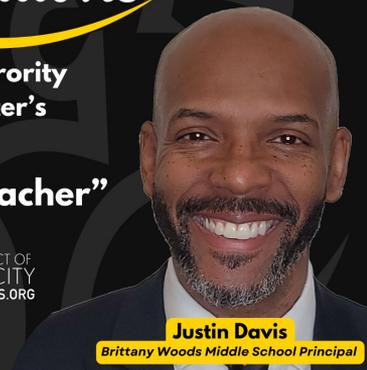
Congratulations

Iota Phi Lambda Sorority
Alpha Zeta Chapter's
2025
"Apple for the Teacher"
Awardee

Darion Murdock
Flynn Park Elementary Principal &
UCHS Alum | Class of 1996



Justin Davis
Brittany Woods Middle School Principal



Congratulations

Science Teachers of Missouri's
2025

Secondary Level Recipient of the
Robin Kyles Trailblazer Award

Anne Cummings
Education for
Sustainability Facilitator





Strategic Priority 4
All Hands
(in partnerships)

Snapshot of Our Partners





Strategic Priority 5
Resources
(and financial priorities)

District Finances (SY 2025-26)

Total Budget.....\$90.6 Million

(Includes Prop U projects)

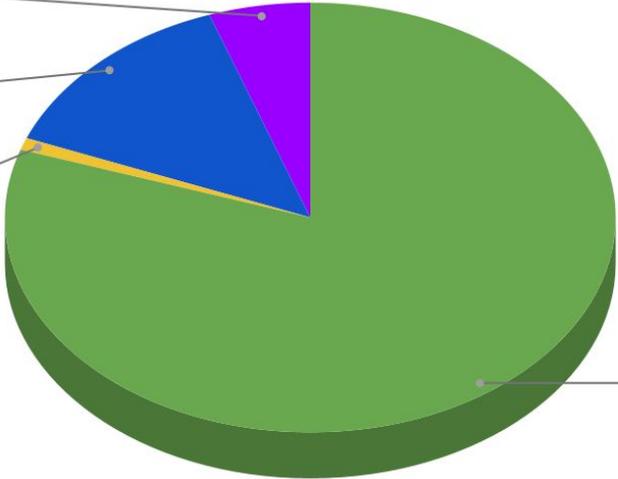
2025 Residential Tax Rate.....\$3.91

Standard & Poor's Rating.....AA-

Revenue Data (SY 2025-26)

Revenue Sources

Federal
5.4%
State
13.6%
County
0.9%



Local.....80.1%
State.....13.6%
Federal.....5.4%
County.....0.9%

Local
80.1%

Financial Highlights (SY 2025-26)

- Internal and external auditors
 - Only area district with this model
- Unmodified audit opinion
 - Best opinion a school district can receive
- Last tax rate increase on the ballot: August 2001
- 10th lowest tax rate among St. Louis County school districts

One Time Extraordinary Revenue

(Last 10 Years)

- Third Party Grants - \$8.5 Million
- COVID Relief - \$4.9 Million
- Costco Development - \$1.5 Million
- Annual Non Profit Partnerships - \$2.5 Million



Mounting Financial Pressures (SY 2025-26)

Federal Government Shutdown

- 18 staff members are fully or partially paid with federal funds

Senior Property Tax Freeze

- Revenue loss of \$391,141 in just the first year of implementation

State Foundation Formula

- Only currently receiving \$2,237 per pupil
 - Total spending is approximately \$20,000 per pupil

Over 70% of the operating budget is spent on staffing

- Impossible to make large budget reductions without impacting people

Past Ballot Initiatives

- April 2024: \$65 million bond issue
 - No-tax-rate increase
- April 2013: \$19.4 million bond issue
 - No-tax-rate increase
- April 2009: \$53.6 million bond issue
 - No-tax-rate increase
- April 2004: \$9.6 million bond issue
 - No-tax-rate increase
- August 2001: \$0.75 operating levy increase
 - Last ballot initiative that included an increase to the tax rate



\$65 Million
ZERO Tax Rate Increase Bond Issue
UPDATES

PROP U
IN PROGRESS



UCHS Muhl-Schemmer Stadium



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UCHS Muhl-Schemmer Stadium



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New Entryways and Safety Features

- Secure entry vestibules
- Limited access points
- Entry adjacent to administration
- Interior-to-exterior site lines
- Additional exterior and interior cameras
- Accessible Entryways



Flynn Park Exterior Rendering



Jackson Park Exterior Rendering

Soccer+ Field Coming Soon!



Stay Connected!

- Parents/guardians, **please be sure your contact information is updated in your Infinite Campus Parent Portal account** (ucityschools.org/ParentPortal)
- Follow the District on social media! Scan the QR code to the right or visit ucityschools.org/socials.

State of the District presentation/PPT, will be posted following the meeting.



[@ucityschools](https://www.instagram.com/ucityschools)



[School District of University City](https://www.facebook.com/SchoolDistrictofUniversityCity)



[@UCitySchools](https://www.x.com/UCitySchools)



[@UCitySchools](https://www.youtube.com/UCitySchools)



[University City Schools App](#)

**KEEPING U
IN THE LOOP!**



THE SCHOOL DISTRICT OF
UNIVERSITY CITY
[WWW.UCITYSCHOOLS.ORG](https://www.ucityschools.org)

State of the District
November 2025-26

Dates to Remember (2025)

- **November 13:** District STEAM Expo
- **November 19:** District Book Fair at Barnes & Noble
- **November 24-28:** Fall Break
- **December 8:** One U City | Soccer Party
- **December 10:** UCHS 8th Grade Parent Night
- **December 19:** No School for Students
- **December 22-January 2:** Winter Break
- **January 5:** No School for Students
- **January 6:** Students Return!



For more information, visit
www.ucityschools.org/Calendar

Refreshing the Vision - Your Input

- **Gallery Walk and Reflections - 10 minutes**

- Share your thoughts on where we are and where we need to go next (Post-its)
 - What do you notice?
 - What questions do you have?
 - What suggestions do you have?

- **Whole Group Feedback Review - 10 minutes**

- Review the feedback for each strategic priority



QUESTIONS?