



2021 UMSL Annual Review Report - Part 1: Elements 1-8 North Side Community School

Contents:

Evaluation Standards

Ten elements of school evaluation:

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NOTE:

In the Evidence columns, under Required Documents:

- Documents in **bold blue** must be submitted to the Charter School Office.
- Documents in **bold black** must be on hand, but do not need to be submitted to the Charter School Office.

I. Transformative and Innovative Vision A transformational school:		
Standard	Indicators	Evidence
a. Develops a transformational mission and vision for its students and their families.	i. Reaching the vision clearly places students on paths of greater opportunity in life.	Required Documents: <ul style="list-style-type: none"> • Charter Application: (Met as part of the charter application approval process.) • Approved Charter Amendments Other Evidence
b. Students, parents and staff understand and are invested in the mission and vision.	i. Students, parents and staff can articulate the mission and vision.	Required Documents:
	ii. In their classrooms, teachers and students are mission driven as indicated by their enthusiasm, active and consistent participation and task completion.	Other Evidence <ul style="list-style-type: none"> • Student, parent and staff interviews and survey data • Classroom observations
COVID-19 RELATED		
c. Stakeholders address ramifications of COVID-19 on school's capacity to advance the school's mission.	i. All stakeholders have opportunities to provide input.	Documents <ul style="list-style-type: none"> • School reopening plans
	ii. Academic and student support program adjustments are aligned to and effectively advance the school's mission.	Other Evidence <ul style="list-style-type: none"> • Board, leadership and staff interviews • Staff and parent survey data

Element I: Vision	
Areas of strength	Areas for Growth
<ul style="list-style-type: none"> • Most stakeholders continue to believe in North Side's mission and vision. Their commitment informs decision-making at all levels. 	<ul style="list-style-type: none"> • The very significant number of elementary school teacher resignations that occurred in spring 2020 were consequential because most of those who departed had taught at North Side for years and were very committed to its vision. Their replacements are, in general, less experienced teachers and new to North Side. It will most likely take a few years to engender the high level of loyalty and commitment to North Side that their predecessors had. <ul style="list-style-type: none"> ○ Related to this, the ED interview indicated that the new elementary school staff "didn't get properly inducted." This statement should be considered in the context of the turmoil that followed the previous ED's departure as well as the many unknowns that delayed preparations for the new school year due to the pandemic. • North Side's mission includes this statement: "Where students get the opportunity to learn and realize their true potential." Among school leaders and staff, there's disagreement over what this means:

	<ul style="list-style-type: none">○ All stakeholders need to consider this statement and clarify what it means when students “realize their true potential” in the long run. Does it mean success in high school? Being able to attend college? Something else?
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II. Responsible Governance The Board of Directors of a transformational school:		
Standard	Indicator	Evidence
a. Operates legitimately and in the best interest of its students and mission.	i. Considers implications of decisions on the mission of the school. ii. The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, communication with the school and community and oversight of school leadership. iii. Ensures the board and school have all necessary insurance policies in place including: a) Director and Officers b) General Liability c) Professional Liability d) Property e) Workmen's Compensation f) Employee Dishonesty	Documents <ul style="list-style-type: none"> • Board Self-Evaluation • Proof of Insurance Policies <ul style="list-style-type: none"> ○ Directors and Officer Coverage ○ General Liability ○ Professional Liability ○ Property ○ Workmen Compensation ○ Employee Dishonesty/Crime (minimum \$500k)
		Other Evidence <ul style="list-style-type: none"> • Observation of board meetings • UMSL Sponsor communication with board president and/or directors
b. Recruits and maintains a strong governing board with diverse backgrounds and skills sets	i. Includes individuals who are experienced in managing organizations and well versed in charter law ii. Maintains among its Directors a balance of skills and professional expertise (i.e. K-12 education, business, marketing, legal, accounting, fundraising, real estate etc.) necessary to fulfill all Board obligations. iii. Provides new board members a formal orientation on the purpose and educational vision of the school, the school's performance objectives, and their roles and legal responsibilities iv. Seeks information and professional development opportunities related to charter operation, laws, and effective non-profit board work	Documents <ul style="list-style-type: none"> • Board Organizational Structure Chart • Board Director Profiles/Contact Information • Assurance of Board Criminal Background and FCSR (child abuse registry) Checks • Board Development Plans • Board Member Financial Disclosure Confirmation
		Other Evidence <ul style="list-style-type: none"> • Director interviews
c. Conducts its business in compliance with all state statutes and regulations	i. Meetings are regularly scheduled and appropriately conducted. ii. Governance records and documentation are appropriately created and maintained. iii. School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, open meetings law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Documents <ul style="list-style-type: none"> • Board Meeting Agenda • Board Meeting Calendar • Board Meeting Document Packets • Board Meeting Minutes - Approved
		Other Evidence <ul style="list-style-type: none"> • Observation of board meetings • Board meeting notices and signage

		<ul style="list-style-type: none"> •
d. Ensures that policies are complete, regularly reviewed, updated as needed, and followed in a fair and consistent manner	<ul style="list-style-type: none"> i. Develops, adopts, and follows a comprehensive set of bylaws which at a minimum include conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the charter school ii. Regularly reviews board policies, updating as necessary. iii. Organizes and makes available to the public the school policies utilizing multiple forms of communication 	<p>Documents</p> <ul style="list-style-type: none"> • Board Policy Manual and Bylaws; <p>Other Evidence</p> <ul style="list-style-type: none"> • Observation of board meetings • Board meeting agendas and minutes • Evidence in board minutes that check registry has been reviewed and approved by the board.
e. Employs a clear strategic approach to meeting the school's vision	<ul style="list-style-type: none"> i. With the school leaders, develops strategic plans that ensure fidelity to the school's vision by addressing critical issues; including school performance, financial management, human resource management, facilities, and quality improvement ii. Monitors progress towards goals identified in the strategic plans 	<p>Documents</p> <ul style="list-style-type: none"> • Strategic Plan (same as for School Leader) <p>Other Evidence</p> <ul style="list-style-type: none"> • Observation of board meetings • Board meeting approved minutes
f. Selects, supports, and annually evaluates the school leader	<ul style="list-style-type: none"> i. Selects a highly qualified school leader and defines the role the leader plays in the overall operation of the charter school ii. Supports the administrator's decision making iii. Establishes clear expectations of and assesses the performance of the school leader using a consistent evaluation instrument reflecting the mission and vision of the school, the performance goals set forth in the performance contract, the day-to-day management of the school and progress made on yearly school goals. 	<p>Documents</p> <ul style="list-style-type: none"> • Board Evaluation of School Leader (blank template) <p>Other Evidence</p> <ul style="list-style-type: none"> • Chair and Director interviews • Board meeting observations
g. Monitors the school's education program, operational procedures, and fiscal health in cooperation with the sponsor.	<ul style="list-style-type: none"> i. Directs the school leader to provide an annual self-evaluation to the sponsor and regular reports of student performance, academic progress, and the school's fiscal health to the sponsor and to the Department of Elementary and Secondary Education. ii. Monitors student academic performance, curriculum and instruction, and operational procedures. and fiscal management. 	<p>Documents</p> <ul style="list-style-type: none"> • School Annual Self-Evaluation (same as for School Leader) <p>Other Evidence</p> <ul style="list-style-type: none"> • Chair and Director interviews • Board meeting observations • Board meeting approved minutes
h. Fulfills its fiduciary responsibility for public funds by ensuring the school operates in a fiscally sound and appropriate manner.	<ul style="list-style-type: none"> i. Reviews and approves annual budgets and budget amendments. ii. Reviews the school's monthly financial statements/spreadsheets that include updates on: <ul style="list-style-type: none"> a) Current enrollment 	<p>Documents</p> <ul style="list-style-type: none"> • Attendance and student data reporting internal control policy • Monthly financial reports to board to include Weighted Average Daily Attendance (WADA)

	<ul style="list-style-type: none"> b) Average Daily Attendance (body count and percentage) c) Number of students enrolled who receive Free or Reduced Lunch (FRL) d) Number of students enrolled with an Individualized Education Program (IEP) e) Number of students enrolled and identified with a Limited English Proficiency (LEP) iii. Reviews and approves monthly check register. iv. Provides oversight of school leader's handling of cash accounts and credit card accounts. v. Provides oversight of school leader's handling of attendance reporting. 	<ul style="list-style-type: none"> • Board meeting approved minutes <p>Other Evidence</p> <ul style="list-style-type: none"> • Chair and Director interviews • Board meeting observations
<ul style="list-style-type: none"> i. Fulfills its responsibilities to UMSL's sponsorship liaison. 	<ul style="list-style-type: none"> i. Communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues. ii. Ensures that all required documents are submitted to UMSL in timely manner. iii. Formally reviews UMSL's Annual Review Report at its August, September or October board meeting. 	<p>Documents</p> <ul style="list-style-type: none"> • Board meeting approved minutes <p>Other Evidence</p> <ul style="list-style-type: none"> • Board-UMSL sponsor communications • Board meeting approved minutes
COVID-19 RELATED		
<ul style="list-style-type: none"> j. Addresses ramifications of COVID-19 on school's capacity to advance the school's mission. 	<ul style="list-style-type: none"> i. Operates virtual meetings within the requirements of Missouri Sunshine Laws; including clear communication of meeting times. ii. Sets meeting dates and times such that families and community members can attend. iii. Provides strong oversight and monitoring of academic and student support programs in light of COVID-19. <ul style="list-style-type: none"> a. Administration provides frequent and regular updates on the nature and effectiveness of academic and student support program adjustments necessitated by COVID-19 to the board. b. Administration regularly provides data from internal student achievement assessments to the board. iv. Carefully monitors attendance reporting, budget adjustments and financial operations to reflect changes in revenue streams resulting from COVID-19. 	<p>Documents</p> <ul style="list-style-type: none"> • Board meeting approved minutes. • School leader evaluation • Budget <p>Other Evidence</p> <ul style="list-style-type: none"> • Board meeting observations. • Board member interviews.

	v. Ensures the school has the financial resources to fund adjustments to the academic and student support programs necessitated by COVID-19.	
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Element II: Board Governance

Recommendation: Board Policy Review

Our office strongly recommends that each of our boards regularly review board policies to ensure that they are current with Missouri statutes.

Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • (a) Operates in best interests of students and mission <ul style="list-style-type: none"> ○ The board is deeply committed to North Side’s mission. ○ COVID Related: The board worked very closely with the administration prior to and throughout 2020-2021 to ensure that NSCS was positioned as best as possible to meet the academic and socio-emotional needs of its students and safeguard the health of students, parents, and staff. ○ The board president is dedicated to the school, works hard to fulfill her responsibilities and works well with Executive Director. Under her leadership, there is much greater unity than in years past. • (b) Recruits and maintains - Diverse backgrounds and skill sets: <ul style="list-style-type: none"> ○ North Sides board members bring a variety of backgrounds and skill sets to school governance; including school leadership, teaching, Kingsway East community, investment, real estate, law, school finance, business, pediatrics, public health, and juvenile social work. • (c) Compliance with state-federal statutes and regulations: <ul style="list-style-type: none"> ○ With the exception noted in the right-hand column; to the best of UMSL’s knowledge, NSCS’s board is compliant with state and federal statutes and regulations. • (d) Policies: <ul style="list-style-type: none"> ○ Two board members are revising the policy manual. Refer to the comment directly across from this one in the right-hand column. 	<ul style="list-style-type: none"> • (b) Recruits and maintains - Diverse backgrounds and skill sets: <ul style="list-style-type: none"> ○ A few key board members resigned this year and will need to be replaced. • (c) Compliance with state-federal statutes and regulations: <ul style="list-style-type: none"> ○ There is no evidence that the board has a policy in place relating to information about former employees that North Side will provide to other public schools (Section 162.068 RSMo) • (d) Policies: <ul style="list-style-type: none"> ○ In 2017, NSCS uploaded two versions of the 2016 policy manual to UMSL’s required documents website: one 71 pages in length, the other adding 42 more pages to the 71-page version. NSCS did not submit any other policies or policy manual updates to UMSL’s site through 2020. This year, NSCS re-submitted the same 71-page policy manual dating back to 2016. A thorough, complete policy manual review is long overdue. Just for comparison’s sake, most charter

- (e) Strategic approach:
 - The board began the process of developing a strategic plan for the next few years, identifying key aims and creating committees to develop goals and tactics to accomplish them. The final version is due for completion by early June.
 - The board has begun the search process to find a successor when the current ED retires at the end of the 2022 school year.
 - Board committees meet regularly and are active.
 - In particular, the finance committee functions well and as expected.

- (f) School leader relations and evaluation:
 - Relations between the board and school leader have been very positive.
 - The board will pilot its ED evaluation process beginning in March, 2021.

- (g) Monitoring responsibility:
 - The board does a very good job monitoring North Side's finances and student achievement.

school and traditional school district policy manuals exceed 300 pages in length. It is quite possible NSCS is out of compliance in a number of areas because it does not have policies in place that are required in statute. The board must determine whether or not that is the case and also consider policies that may not be statutorily required but are in the best interest of the school as protection against liability concerns.

- (e) Strategic approach:
 - Based on school leader interviews:
 - The most significant decision facing the board is finding a strong replacement for the current ED.
 - The most significant oversight concern involves monitoring and supporting the administration's efforts to overcome student learning loss resulting from the pandemic.

- (f) School leader relations and evaluation:
 - The board's school leader evaluation materials are quite vague. The process does not include the following:
 - Identification of performance goals or outcomes tied to performance areas.
 - Data that will be used to determine progress towards goals and outcomes.
 - For example, the document lists the following as a performance area: *Relationships and leadership of teachers and staff*. This statement doesn't clarify what the goal or desired outcome is; nor how the board determines whether or not the ED has met the goal.

- (g) Monitoring responsibility:
 - The board continues to take a somewhat laissez-faire approach to oversight of school leadership. This did not cause any serious problems through SY19, when the founder led the school. Indeed, student achievement at NSCS was among the very best in the region and school finances were strong. The laissez-faire approach was costly in SY20. Looking forward, as North Side strives to rebuild its academic and instructional program and re-establish its culture of high expectations, it is imperative that the board strengthen its oversight and support

- (h) Fulfills its fiduciary responsibilities.
 - The board fulfills its fiduciary responsibilities.
 - *Refer also to Element X when UMSL's Charter School Office submits Part 2 of the annual review to the board later in the year.*
- (i) Responsibilities to UMSL
 - The board fulfills its responsibilities to UMSL.

Board Development and Training

- Board orientation for new members is strong.

Board Survey – Ten board members took the survey

- Results from the board survey reveal that board members consider the following areas as strengths. Note that their responses are generally aligned with the areas of strength presented above:
 - Developing the financial resources needed to support student performance and school success
 - Overseeing financial performance and ensuring financial solvency
 - Utilizing data to make strategic and operational decisions for the school

of school leadership in the year ahead. It should be well-positioned to monitor and guide the executive director who replaces the founder when he retires at the end of SY22. For next year, the board should prioritize developing and implementing structures and processes (For example, a strong ED Evaluation process) to ensure that when the founding ED retires a second time, the next chapter of NSCS's story is more positive compared to when he retired the first time.

Community Relations

- Almost all board members do not reside within the North Side community. There is little if any evidence that the board strives to develop relationships with school families or community leaders. COVID makes this particularly challenging, but the board should consider how it could build and strengthen its community relationships.

Board Development and Training

- The NSCS board did not submit a training and development plan for this school year.
- Board meeting observations indicate that the board did not schedule or implement any training events. Experts on best practice in school governance are very clear about the importance of continual training and development of board members to ensure strong governance.

Board Survey – Ten board members took the survey

- Results from the board survey reveal that board members consider the following as areas for improvement. Note that their responses are generally aligned with the areas for growth presented above:
 - Reviewing board meeting agendas and related materials in a timely manner in preparation for meetings
 - Evaluating the school's Executive Director/Principal/Head of School
 - Resolving key strategic or policy issues

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| <ul style="list-style-type: none">○ Monitoring fiscal operations, including developing and approving a budget, monitoring expenses, and optimizing cash flow for all funding and expense streams | |
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III. Strong School Leadership and Operations
A transformational school leader:

Standards	Indicators	Evidence
a. Invests students, parents and staff in the mission and vision of the school.	i. Communicates the mission and vision on a frequent basis to students, parents and staff. ii. Monitors students, parents and staff to gauge their understanding of the mission and vision and the extent to which they're striving to reach it.	Required Documents: Other Evidence <ul style="list-style-type: none"> • School leader interview • Student, staff and parent surveys and interviews • School publications such as newsletters and announcements
b. Employs a clear strategic approach to meeting the goals of improving student academic achievement	i. With the Board of Directors, develops strategic plans that ensure fidelity to the school's vision by addressing critical issues; including school performance, financial management, human resource management, facilities, and quality improvement ii. Articulates and monitors the goals identified in the strategic plans. iii. Holds him/herself accountable for specific outcomes outlined in the charter and detailed in the school's performance contract with the sponsor iv. Engages in ongoing relevant professional development v. Utilizes an effective data communication instrument providing consistent, timely data regarding the school's progress toward meeting agreed upon performance expectations (academic, operational, and financial) vi. Implements the academic program in alignment with the school's charter and Missouri Common Core Standards vii. Collects, assimilates, and disseminates student achievement data to inform a continuous cycle of school improvement	Required Documents: <ul style="list-style-type: none"> • School Annual Calendar • Strategic plan • School Leader Mentoring Plan • School Leader Professional Development Plan • Student Assessment Plan Other Evidence <ul style="list-style-type: none"> • School leader interview • School leadership team interviews • Teacher interviews • Student data analysis plans
c. Implements recruitment and enrollment strategies and practices that respect diversity and are consistent with the school's charter, mission, and vision, as well as federal and state regulations	i. Implements student recruitment strategies that focus on the targeted population stated in its charter and that are inclusive of a diverse range of learners ii. Utilizes a public lottery process for open enrollment iii. Ensures no practices are implemented which may limit the opportunity for students with special needs to enroll iv. Ensures that student enrollment and attendance numbers are in line with the charter agreement, and	Required Documents: <ul style="list-style-type: none"> • Enrollment Application • Marketing/Recruitment Materials Other Evidence <ul style="list-style-type: none"> • School leader interview • Observation of lotteries • Enrollment and attendance data • Core data

	provide evidence that the school is a viable school of choice for the community.	
d. Develops and sustains a school culture conducive to student learning	<ul style="list-style-type: none"> i. Maintains a clean and safe environment that supports the educational mission of the school. ii. Maintains open, consistent, clear communication among students, staff, parents, and administration iii. Maintains a school culture conducive to learning and continuous improvement iv. Communicates effectively to all stakeholder groups 	<p><i>Same evidence sources as described in Element IV above.</i></p> <p>Required Documents:</p> <p>Other Evidence</p> <ul style="list-style-type: none"> • Onsite observations • Parent surveys and interviews • Student surveys and interviews • Staff surveys and interviews • Student support staff interviews (Counselors, nurses, social workers, School Psychologists) • Discipline, suspension and/or expulsion data • Parent complaint/grievance records
e. Employs qualified staff, provides professional development opportunities to improve their performance.	<ul style="list-style-type: none"> i. Conducts personnel procedures and practices in a manner that promotes instructional effectiveness and continuous school improvement. ii. Conducts personnel procedures and practices in a manner that promotes the recruitment and retention of an effective instructional staff. iii. Provides professional development opportunities for all staff members that are aligned to the school's vision and advances their effectiveness in their roles. 	<p>Required Documents:</p> <ul style="list-style-type: none"> • Staff Organization Chart • Employee School Handbook • Assurance of Faculty/Staff Background Checks (FCSR and fingerprinting) • Staff Professional Development Plan and Calendar • Staff Mentoring and Coaching Plan • Teacher Evaluation Plan (including blank evaluation forms) <p>Other Evidence</p> <ul style="list-style-type: none"> • School leader interview • Staff interviews • Student interviews • Staff retention data
f. Understands and complies with the laws, policies, and state and federal requirements that govern charter schools	<ul style="list-style-type: none"> i. Participates regularly in professional development opportunities, which provide insight into the trends, issues, and potential changes in the environment in which charter schools operate ii. Allocates resources based primarily on their impact on student achievement, learning, and well-being iii. Implements business policies and procedures that promote school sustainability, operational integrity, and a focus on student achievement and learning results 	<p>Required Documents:</p> <p>Health and Safety</p> <ul style="list-style-type: none"> • Health Permits (food service) • Fire Safety Permit • Building Inspection/Certificate of Occupancy • Elevator Inspection Certificate <p>Special Education</p> <ul style="list-style-type: none"> • SPED Compliance Plans (IDEA & 504)

	<ul style="list-style-type: none"> iv. Establishes programs and policies that enable all students to be served effectively v. Ensures timely submission of required data and reporting vi. Ensures that school is in compliance with state and federal laws, policies and requirements and provisions in its contract with UMSL in these areas: <ul style="list-style-type: none"> a) Health and safety b) Student records: <ul style="list-style-type: none"> i. Thorough and comprehensive ii. Secure and confidential iii. Appropriate employee access to the data system c) Special Education d) Title I e) Free and reduced lunch f) Homeless and ELL students g) Fiscal management h) State testing i) Other operations 	<p>Title I</p> <ul style="list-style-type: none"> • Title I Parent Meetings (sign in sheets) • HQ Parent Notification Letters <p>Homeless and ELL Students</p> <ul style="list-style-type: none"> • ELL Intervention Plan • ELL Pupil Count/Percentages • Homeless Student Policy <p>Fiscal Management (Refer to Element IX: Sound Financial Operations below)</p> <p>State Testing</p> <ul style="list-style-type: none"> • Quality Assurance – Grade Level Assessment Assurance Document • State Exam Security Policy • State Exam Testing Calendar <p>Other Operations</p> <ul style="list-style-type: none"> • Student/Parent Handbook • Media Policy <hr/> <p>Other Evidence</p> <ul style="list-style-type: none"> • School leader interview • Document/MOSIS submission history with UMSL and DESE • Interviews with consultants: Shannon Spradling and Thurma DeLoach • FERPA compliance procedures • Student record keeping system
COVID-19 RELATED		
<ul style="list-style-type: none"> g. Addresses ramifications of COVID-19 on school's capacity to advance the school's mission. 	<ul style="list-style-type: none"> i. School leadership adjusts the following as necessitated by COVID-19: <ul style="list-style-type: none"> a) Health and safety policies, procedures and practices b) Recruitment and enrollment strategies c) Staffing d) Curriculum and instruction e) Assessment of student learning f) Student support: including but not limited to SPED, ELL, dyslexia, homelessness, social-emotional needs. g) Communication with board, staff and families h) Teacher evaluation i) Professional development 	<p>Documents</p> <ul style="list-style-type: none"> • School Reopening Plans • Staff PD Plan • Teacher Evaluation Process <hr/> <p>Other Evidence</p> <ul style="list-style-type: none"> • School Leader interview • Staff interviews

	<ul style="list-style-type: none"> j) Technology resources: including software, devices and internet access k) Food disbursement l) Budget and financial operations 	
h. Ensures staff and students have access to technology and the knowledge base necessary to deliver the academic and student support programs	<ul style="list-style-type: none"> i. The school quickly and efficiently assesses the technology needs of staff, families and students. ii. The school meets the technology needs of staff, families and students; especially students without access. iii. The school provides strong guidance on use of technology and remote learning plans and protocols to families and students. iv. The school provides strong professional development and training on remote learning curriculum and instruction and the use of the remote learning platform and associated software. 	<p>Documents</p> <ul style="list-style-type: none"> • Staff PD Plan • Staff surveys <p>Other Evidence</p> <ul style="list-style-type: none"> • School Leader interview • Staff interviews • Student interviews

Element III: School Leadership and Operations	
Areas of Strength	Areas for Growth
<p>Executive Director</p> <ul style="list-style-type: none"> • (a) Investment of others: <ul style="list-style-type: none"> ○ Students value NSCS and feel that the education offered at the school is better than other alternatives. ○ The ED really knows North Side's families and students. ○ Stakeholder interviews indicated that they appreciate the ED's efforts to normalize school culture and leader-staff relationships this school year. • (b) Strategic approach towards student achievement: <ul style="list-style-type: none"> ○ COVID Related: North Side prepared well for adjustments necessitated by the pandemic. This includes providing: <ul style="list-style-type: none"> ▪ Devices and hot spots for students who needed them ▪ Support and professional development to teachers to help them adjust instructional methods for online teaching. ○ North Side's finances are in good shape. ○ The ED understood the challenges he inherited and has worked steadily to address them. • (c) Recruitment and enrollment strategies: <ul style="list-style-type: none"> ○ Enrollment through the year has been steady. 	<p>Executive Director</p> <ul style="list-style-type: none"> • (a) Investment of others: <ul style="list-style-type: none"> ○ The ED does not formally evaluate the building principals. • (b) Strategic approach towards student achievement: <ul style="list-style-type: none"> ○ Interviews indicate some frustration with the ED's decision making process; pointing out changes in direction that were made without adequate lead time for staff to carry them out effectively.

- (f) Compliance with state-federal statutes and regulations:
 - With the exceptions noted in the right-hand column; to the best of UMSL's knowledge, NSCS's administration is compliant with state and federal statutes and regulations.

- Responsibilities to UMSL
 - With the exceptions noted in the right-hand column; to the best of UMSL's knowledge, NSCS's administration has fulfilled its responsibilities to UMSL.

Elementary School: Principal

- (a) Investment of others:
 - Some teacher interviews indicated they feel supported by the principal in carrying out their responsibilities, particularly in the area of curriculum.

- (d) Culture building:
 - The ED interview indicated that North Side's strong culture of high expectations for all students in the elementary building suffered a year ago and that it will take a few years to build it back up.

- (e) Employment:
 - NSCS's staff retention was a major casualty of the turmoil surrounding the former ED's leadership and departure. Over 50% of elementary teaching staff along with the school principal had to be replaced, dealing a severe blow to stability and quality of instruction in that building this school year.
 - Some new staff resigned in the middle of this school year.

- (f) Compliance with state-federal statutes and regulations:
 - North Side's enrollment/registration materials do not contain information for parents concerning their child's right to participate in MOCAP. This is required by statute.
 - The NSCS Website does not include DESE's SY2019 Annual Performance Report and the SY2020 Annual Report Card. Both documents can be accessed from DESE's website and should be accessible from North Side's website.

- Responsibilities to UMSL
 - North Side has not submitted the following documents:
 - Fall and Winter Assessment data-outcomes reports
 - Staff mentoring and coaching plans
 - Staff PD plans for both buildings
 - Board Development Plan
 - Parent Survey data-outcomes reports

Elementary School: Principal

- (a) Investment of others:
 - School leader and teacher interviews indicated agreement that morale in the elementary building is low.
 - Some teacher interviews indicated that this trend began last year, and the current building principal, though aware of it, has struggled to address it, in part because of the pandemic.
 - Some teacher interviews indicated frustration concerning changes and decisions made without enough teacher input. They seek more engagement and opportunities to offer feedback.

- (b) Strategic approach towards student achievement:
 - **COVID Related:** The principal and her leadership team did a great job executing plans around systems and procedures that ensured staff and student safety during COVID.
 - The principal and her leadership team prioritized developing the new and inexperienced teachers on her staff.

Middle School: Principal

- (a) Investment of others:
 - The middle school principal regularly surveys staff for their feedback and her leadership team responds accordingly.
 - Staff interviews and survey responses indicate that:
 - The principal provides strong support to help them meet their challenges.
 - They value the feedback they receive from observations.
- (b) Strategic approach towards student achievement:
 - **COVID Related:** The middle school principal and her leadership team did a great job:
 - Executing systems and procedures that ensured staff and student safety during COVID.
 - Supporting teachers' professional development in virtual instruction.

- Some teacher interviews indicated they want more support working with families whose children have not attended regularly.
 - There is no evidence that the principal surveyed teachers this school year.

- (b) Strategic approach towards student achievement:
 - Teacher interviews indicated strong concern over “drastic cuts” to planning time that fall below state-recommended guidelines.
 - Some teachers who left North Side during the year indicated that they had not been adequately supported.
- (d) Culture building:
 - Rebuilding the culture of high expectations is a key challenge facing the Elementary School over the next few years.
Consider:
 - Providing stronger orientation and induction activities for teachers new or recently new to the building.
 - Providing new teachers opportunities to share their areas of strength with the rest of the staff (i.e.: How to integrate technology in the classroom.)
 - Prioritizing staff retention during and between school years.

Middle School: Principal

- (b) Strategic approach towards student achievement:
 - A few teachers suggested that not every observation be unannounced and impromptu. It could be beneficial if, at a pre-observation touch-base, teachers could request that the observer focus on certain elements or students during the observation.

<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ Conducting home visits and encouraging teachers to conduct home visits of students who were not showing up online. ○ The middle school principal: <ul style="list-style-type: none"> ▪ Set up weekly grade level and department team meetings to review curriculum and student progress. ▪ Prioritized developing teacher leadership. ▪ Prioritized developing efficient systems, structures and processes that support teachers, save time, and increase capacity. Among these are: <ul style="list-style-type: none"> • Regular lesson plan reviews • Weekly classroom observations (online and in person) immediately followed up with feedback. • (d) Culture building: <ul style="list-style-type: none"> ○ The principal's actions have strengthened the culture among adults in the building. <p>Discipline</p> <ul style="list-style-type: none"> • COVID Related: Suspension-expulsion occurrences in both buildings significantly declined compared to SY20. • Middle school teachers indicate behavior in the building has been good and that discipline processes are followed with fidelity. • Student interviews indicate that students are treated fairly. <p>Operations/HR/Facilities</p> <ul style="list-style-type: none"> • Upper management encourages strong communication, values and teamwork for Operations/HR/Finance staff. • The school continues to own and operate its own busses. • Expansions and improvements made to the campus facilities have made the school an even better place to support the education and socio-emotional needs of children. • The school has safeguards in place around purchasing and fund management. • The school tracks capital outlay items via inventory. • The school is now focusing on improving the lighting in instructional areas. • The school has security on both campuses when students are in the buildings. • NSCS has a fireproof safe for records. 	<ul style="list-style-type: none"> ○ Concerning lesson plan reviews, some teachers would like to see more flexibility in the document's format to accommodate differences in teaching styles and subject areas. <ul style="list-style-type: none"> • (d) Culture building: <ul style="list-style-type: none"> ○ COVID Related: It has been challenging for the middle school principal to build a strong, positive culture with all students missing from the building for almost half the year. <p>Operations/HR/Facilities</p> <ul style="list-style-type: none"> • COVID Related: <ul style="list-style-type: none"> ○ NSCS has struggled to maintain a list of potential substitutes for classrooms and bus drivers. ○ The school lunch program has not been able to run as normal due to COVID restrictions, and the usual high quality food selections have suffered at times. ○ After school care has not been offered this year and has left many families in a bind finding childcare.
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- All required background checks are in place prior to hiring.
- Teacher certification requirements are tracked and updated as needed.
- North Side met all DESE required data submission requirements on a timely manner.
- The operations team notes that they have great support from the school leadership and board of directors.
- The school operations team expresses that they have a voice in decision making that impacts their department.
- NSCS conducts all state required safety drills.
- NSCS grants access to MOSIS only to those who need access.

Teacher Evaluation, Mentoring and Professional Development

- NSCS has a formal teacher evaluation process in place that includes identification of growth goals and a high-level growth rubric covering five domains of teaching.

Teacher Evaluation, Mentoring and Professional Development

- The teacher evaluation “growth rubric” lists growth areas across five domains, but it isn’t truly a rubric. It does not provide clear direction to the evaluatee nor enables a coach or evaluator to pinpoint strengths and growth areas. This could lead to contentious debriefing meetings where teachers could claim their ratings are overly subjective.
Example: One of the listed growth areas is “Behavior Consistency”:
 - How is this defined?
 - What would one expect to find in a classroom where Behavior Consistency is strong?
 - On what basis does the evaluator determine competency related to Behavior Consistency?
 - What are the scales, and what must a teacher demonstrate to justify a rating at a particular level?
 - For example: Suppose you use the following four-level scale: Emerging, Progressing, Partial Mastery, Mastery:
 - What teacher actions and outcomes characterize each level.
- NSCS did not submit a teacher professional development plan for review, so there is no evidence that LEA has one in place.
- Teacher interviews indicate they appreciated PD on virtual teaching, but it was mostly on learning about how to use online platforms and less about connecting to other resources and curricula that teachers could adopt and adapt to fit their own learning styles.
- Teachers indicated a desire for more PD on:
 - Specific practice tied to planning and instruction that teachers can implement in their classrooms (i.e.: how to construct and execute guided reading plans)

	<ul style="list-style-type: none">• Elementary teacher interviews indicate they would like more opportunities for observations with feedback.
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IV. Transformational Curriculum A transformational school:		
Standards	Indicators	Evidence
a. Curriculum and instruction are aligned to the mission, vision and educational philosophy of the school.	i. Curriculum scope and sequence provide opportunities for students to reach the school's mission and vision. ii. Instructional practices provide opportunities for students to reach the school's mission and vision. iii. Curriculum and instruction are aligned to the educational philosophy of the school as described in the charter.	Required Documents: <ul style="list-style-type: none"> • Schoolwide Curriculum Scope and Sequence
		Other Evidence <ul style="list-style-type: none"> • Classroom observations – including SPED and Title 1 programs • Student and staff interviews • Sample unit and lesson plans • Student work •
b. Provides a challenging, engaging, coherent, transformational curriculum that meets the academic needs of all students	i. Implements curriculum that clearly identifies and builds essential and enduring knowledge. ii. Structures a curriculum scope and sequence aligned to Missouri's Common Core Standards. iii. Ensures that the curriculum invests and prepares students to extend their learning and be successful beyond the classroom and beyond their school career (life-long learning, career readiness, college readiness, active citizenship). iv. Uses a variety of instructional techniques to enhance content acquisition and meet the needs of a diverse student population. v. Develops and implements clearly defined strategies to meet the needs of a diverse student population. vi. Utilizes high quality instructional materials, including technology, to support the curriculum	Required Documents: <ul style="list-style-type: none"> • Same as above
		Other Evidence <ul style="list-style-type: none"> • Same as above • MSIP-5 student achievement, attendance and retention data
COVID-19 RELATED		
c. Ensures that curriculum and instruction adjustments for remote learning provide a challenging, engaging, coherent learning experience that meets the academic needs of all students.	i. The school prioritizes core content and learning standards. ii. The school adapts as necessary the curriculum and student assessment to identify and support all students' learning needs within a distance learning environment iii. Curriculum resources and instructional strategies facilitate effective presentation and interaction in a remote setting. <ul style="list-style-type: none"> a) The remote learning experience is both rigorous and engaging 	Documents <ul style="list-style-type: none"> • Internal assessment data • Staff surveys • Parent surveys
		Other Evidence <ul style="list-style-type: none"> • School leader interview • Staff interviews • Student interviews

	iv. Adjusts the instructional delivery model to ensure that all students have equal access to rigorous education programming.	<ul style="list-style-type: none"> • Online observations of synchronous classrooms.
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Element IV: Curriculum, Instruction and Assessment	
Areas of Strength	Areas for Growth
<p>Documented Curriculum</p> <ul style="list-style-type: none"> • For each subject area and grade level, NSCS does have scope and sequence documents that guide teacher planning. • Teacher interviews indicate they like the MySci program and find the materials user friendly. • (a) Curriculum alignment to vision and philosophy: <ul style="list-style-type: none"> ○ Observations and interviews indicated that overall, the curriculum is aligned to the school's vision and philosophy, offering rigorous content that reinforces high expectations for students. Middle school teachers especially emphasized this. • (b) Challenging, engaging and coherent: <ul style="list-style-type: none"> ○ Observations of virtual only and synchronous classrooms in both buildings indicate that some teachers planned and delivered engaging, rigorous lessons with clear learning objectives that pushed student thinking. ○ At the middle school, staff interviews indicate that the math and 6th- 8th grade social studies curricula is rigorous. ○ At the elementary school, teacher interviews indicate both math and ELA is appropriately rigorous and high quality. <ul style="list-style-type: none"> ▪ A few interviewees expressed positive comments concerning the return to Journeys combined with guided reading. 	<p>Documented Curriculum</p> <ul style="list-style-type: none"> • The scope and sequence documents are incomplete and lack consistency across content areas and grade levels. Curriculum leaders should consider developing a consistent format and organizational structure for all subjects and grade levels; and then use the format and structure to rebuild the scope and sequences. • (a) Curriculum alignment to vision and philosophy: <ul style="list-style-type: none"> ○ Teacher interviews indicated concern that some students have fallen so far behind, the curriculum materials for their grade level are very hard to adapt to meet these students where they are. ○ Some elementary teacher interviews indicate they believe there are gaps in the curriculum, and that it does not focus enough on foundational skills in the lower grades. • (b) Challenging, engaging and coherent: <ul style="list-style-type: none"> ○ The hiring of so many new teachers at the elementary school has had an impact on the quality of instruction, especially as it pertains to rigor. ○ At the middle school, the ELA program does not meet the needs of struggling readers. Students need access to a wider range of texts. ○ North Side needs to develop its fifth-grade social studies curriculum ○ Observations of virtual only and synchronous classrooms in both buildings indicate that some teachers planned and delivered lessons that were not engaging or rigorous and did not push student thinking. ○ COVID Related: Multiple school leader and teacher interviewees expressed strong concern about significant learning loss as a result of the pandemic; citing, along with other evidence, low mid-year NWEA outcomes.

- **COVID Related:** Changes to North Side’s instructional model due to COVID impacted the speed with which students in early grade-levels picked up foundational skills. Many of these students are now significantly behind compared to students in previous years.
 - Some teachers at these grade levels expressed concern that they are expected to stay on track with the scope and sequence and aren’t able to spend time catching students up on the foundational skills they’re missing.
- **COVID Related:** Classroom observations, teacher and school leader interviews revealed concerns about virtual learning. Consistent attendance and engagement are a serious challenge for some virtual students: “There are first graders at home all day by themselves.” Every interviewee brought this up. Though teachers have strongly prioritized getting these students to engage, they have not been successful enough. Too many virtual students have fallen further behind their in-person counterparts; and even the in-person students lost ground from when the buildings were fully virtual. This most likely will significantly impact North Side’s outcomes on the MAP assessments.
 - Assuming that NSCS has set norms for online engagement (camera on, aimed at student’s face, student sitting upright and so on), it is challenging for most teachers to hold virtual students to the norms. In almost every observed class featuring virtual students, there were a few who didn’t turn the camera on at all, were not on screen (views of the ceiling) or lying down and barely paying attention.
 - Teacher interviews indicate that some have one or two students (and in a few cases, more) whom they rarely if ever see.

Almost all stakeholders agreed on these points:

 - In-person learning has been much more effective in terms of student engagement and learning.
 - Virtual learning has widened the learning gap between higher and lower achieving students.
- Synchronous teaching (in person and virtual combined) has been challenging for teachers to execute effectively. As one school leader interview indicated: “Teachers got the hang of it, but it is too difficult to do well.”

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| <ul style="list-style-type: none">• Student Assessment Plan<ul style="list-style-type: none">○ NSCS has put together a schoolwide assessment plan that:<ul style="list-style-type: none">▪ Tracks student growth in ELA and math throughout the year – setting formal administrations of a nationally normed assessment (NWEA) in Fall, Winter and Spring.▪ Utilizes other assessments to track progress in math and reading (Dibels Screener, Math Stories Assessment, NSGA Running Records).▪ Provides data to inform teacher planning to address learning gaps at the individual student level. | |
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V. Empowering Culture of Achievement A transformational school:		
Standard	Indicators	Evidence
a. Supports students in a safe, healthy, and nurturing environment that invests them in achievement, builds character, increases responsibility, fosters inclusion and inspires joy.	i. Creates a school environment conducive to learning and growth. ii. Maintains a safe school environment free of violence and the threat of violence. iii. Implements processes to promote student health and wellness. iv. Ensures that students feel supported and respected by teachers and staff. v. Communicates and consistently implements a comprehensive student discipline policy that complies with the Missouri Safe School Act and the requirements of the Individuals with Disabilities Education Act.	Required Documents:
		Other Evidence <ul style="list-style-type: none"> Onsite observations Parent surveys and interviews Student surveys and interviews Staff surveys interviews Student support staff interviews (Counselors, nurses, social workers, School Psychologists) Parent complaint/grievance records Discipline, suspension and/or expulsion data
COVID-19 RELATED		
b. Plans and implements processes and procedures to reduce COVID-19 transmission.	i. Follows current safety guidelines and government health agency mandates related to COVID-19. ii. Implements multiple COVID-19 mitigation strategies in ways that are developmentally appropriate for students, teachers and staff. iii. Educates students about COVID-19 disease prevention.	Documents <ul style="list-style-type: none"> AMI, AMI-X and reopening plans
		Other Evidence <ul style="list-style-type: none"> School leader interview Parent surveys and interviews Student surveys and interviews Staff surveys interviews Student support staff interviews (Counselors, nurses, social workers, School Psychologists)

Element V: Culture of Achievement	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> All stakeholder interviews, including students, indicated that: <ul style="list-style-type: none"> Students in both buildings have maintained positive mindsets about school. Students feel safe. <ul style="list-style-type: none"> Student interviewees noted that NSCS doesn't have many fights, especially when compared to other schools that children have attended in the past. 	<ul style="list-style-type: none"> COVID Related: Stakeholders in both buildings indicate that there's very little interaction outside the classroom. This isolation can be confining at times and impacts building culture. School leader and teacher interviews indicated that the culture of high expectations is not as strong at the elementary school as it used to be. One interviewee stated: "Learning is going on, but the push is not as strong as it used to be. The daily routine for instruction – the strong

<ul style="list-style-type: none">▪ Middle school students feel that there is very little bullying in the school due to huge consequences placed upon those that bully.• The school continues to maintain and thrive on small class sizes.• Middle school teachers described the building culture as positive and collaborative.• Student interviews indicated that students are aware that the school has been commended for having high academic outcomes on the MAP and take pride in that.	<p>partnership between teachers and students - has declined. Their stamina and motivation is missing.”</p> <ul style="list-style-type: none">• Middle school student interviews indicated they would like more extra-curricular activities.
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VI. Transformational Teachers A transformational teacher:		
Standard	Indicator	Evidence
a. Understands and believes in the vision and innovative identity of the school.	i. Develops an ambitious, measurable and inspiring course vision and goals aligned to the school's vision and innovative identity. ii. Provides students with a clear picture of what reaching the vision and goals looks like.	Required Documents:
		Other Evidence <ul style="list-style-type: none"> Teacher and student surveys and interviews Classroom observations
b. Takes responsibility for investing students in reaching their academic and personal growth goals.	i. Believes that all students can learn. ii. Holds high expectations for all students iii. Inspires and motivates students to reach the vision and goals. iv. Builds a strong culture of achievement where the classroom environment is conducive to learning and growing. v. Builds strong, trusting relationships with students and their families. vi. Is passionate about the content of the curriculum and conveys that passion to students.	Required Documents:
		Other Evidence <ul style="list-style-type: none"> Teacher surveys and interviews Classroom observations Student and parent surveys and interviews Course scope and sequence, unit and lesson plans
c. Develops and/or implements curriculum that is strongly aligned to student academic achievement and personal growth goals	i. Designs a course scope and sequence that is tightly aligned to the vision and goals. ii. Designs a course that engages students in both critical thinking and meaningful discourse around enduring understandings and essential questions. iii. Designs units and lessons that: <ul style="list-style-type: none"> a) Are tightly aligned to course learning objectives and desired student outcomes. b) Build on what students already know and do and provide the scaffolding they need to reach the level of success commensurate with the vision and goals. c) Engage students with thought-provoking and ambiguous texts/materials that challenge their thinking and feelings. d) Give students opportunities to conduct research to answer a question, explore and take a stand on an issue, or develop solutions to a problem. e) Use writing to communicate their reflections and understandings f) Incorporate a variety of teaching methods that meet the needs of diverse student learning styles 	Required Documents:
		Other Evidence <ul style="list-style-type: none"> School leader/Curriculum leader interview Teacher surveys and interviews Classroom observations Course scope and sequence, unit and lesson plans Assessment plans/performance tracking systems Student performance data (including state, formative and internal benchmark assessments)

<p>d. Employs best instructional practices to engage students in learning and raise academic achievement.</p>	<p>i. Keeps instruction student centered and inquiry oriented ii. Continually orients students to content iii. Continually orients students to each other iv. Continually checks for student understanding and makes appropriate adjustments as necessary</p>	<p>Required Documents:</p> <p>Other Evidence</p> <ul style="list-style-type: none"> School leader/Curriculum leader interviews Teacher interviews Classroom observations
<p>e. Tracks student progress towards academic and personal growth goals and adjusts as necessary.</p>	<p>i. Uses multiple forms of assessment, including growth-measures assessments, to inform instructional decision-making. ii. Evaluates students' progress towards meeting course and school performance goals and modifies goals, as needed, to improve student achievement. iii. Tracks and disseminates growth data for students over time using both norm referenced measures and state assessments. iv. Builds student skills in tracking their own progress and motivates them to take charge of their own academic and personal growth. v. Pursues professional development opportunities to address areas for growth in their own teaching.</p>	<p>Required Documents:</p> <p>Other Evidence</p> <ul style="list-style-type: none"> School leader/Curriculum leader interviews Classroom observations Teacher surveys Course scope and sequence, unit and lesson plans Assessment plans/performance tracking systems Student performance data (including state, formative and internal benchmark assessments)
<p>COVID-19 RELATED</p>		
<p>f. Adjust curriculum and instruction as well as student support approaches to accommodate changes in the teaching and learning environment necessitated by COVID-19.</p>	<p>i. Pursue professional development to address areas for growth in teaching remotely. ii. Adjust curriculum plans, units and lessons to align with various teaching platforms to provide rigorous and engaging instruction for all students. iii. Adjust student data collection strategies to drive instructional decision-making. iv. Adjust student-monitoring strategies to support students' social-emotional needs. v. Pursues collaboration with school leaders and families to strengthen student achievement.</p>	<p>Documents</p> <ul style="list-style-type: none"> Staff PD Plan <p>Other Evidence</p> <ul style="list-style-type: none"> School leader interview Staff surveys and interviews

<p>Element VI: Teachers</p>	
<p>Areas of Strength</p>	<p>Areas for Growth</p>
<ul style="list-style-type: none"> (a) Belief in the vision: <ul style="list-style-type: none"> Most teachers understand and believe deeply in North Side's vision and mission and are there for their students. See also comments in the right-hand column of <i>Element I: Vision</i> above. 	<ul style="list-style-type: none"> (a) Belief in the vision: <ul style="list-style-type: none"> Refer to comments in <i>Element I: Vision</i> above for context. School leader interviews indicate that some elementary teachers are not fully bought in to North Side's mission nor maintaining high expectations for all students - expectations

<ul style="list-style-type: none"> ○ In general, most teachers hold high expectations for their students, with equal emphasis on academics and social behavior. ○ Student interviewees indicated that the teachers are encouraging and believe that all students can do well at NSCS. • (b) Student investment: <ul style="list-style-type: none"> ○ Teacher and school leader interviews and middle school surveys indicated teachers use a variety of methods to communicate with families on a regular and frequent basis concerning student progress and support. ○ Student interviewees indicated they like their teachers and say that they are always nice, supportive, positive and energetic. • (c) Curriculum development and implementation: <ul style="list-style-type: none"> ○ Classroom observations indicated that: <ul style="list-style-type: none"> ▪ In both buildings, there are strong teachers who know content and are capable of planning engaging, rigorous lessons that push students to mastery of important skills; including critical thinking. ▪ All teachers work very hard to teach both on-site and virtual learners. They try to meet all of their students' needs regardless of where they are located. • (d) Instructional practice: <ul style="list-style-type: none"> ○ COVID Related: Classroom observations indicated that many teachers successfully climbed a steep learning curve around virtual instruction and have developed well-paced, engaging lessons delivered with warmth and understanding in virtual and synchronous settings. ○ To the best of their ability and knowledge, teachers are differentiating instruction to meet the needs of each student. ○ Classroom observations indicate that: <ul style="list-style-type: none"> ▪ Lessons involving younger children are very tactile (clapping and stomping). ▪ Teachers take advantage of technology by integrating it into their lessons. ▪ Students seem familiar with classroom expectations and procedures. ▪ Some classrooms have small Fountas & Pennell leveled libraries to support guided reading instruction. 	<p>that set them up to be fully prepared for success in high school and beyond.</p> <ul style="list-style-type: none"> • (b) Student investment: <ul style="list-style-type: none"> ○ Student interviewees stated concern that online learning was a real struggle, and they get significantly greater support from teachers when they are at school. ○ Teachers feel that the educational product for “at home” learners is not of the same quality as those on site. • (c) Curriculum development and implementation: <ul style="list-style-type: none"> ○ At the elementary school, the addition of so many new teachers meant that instructional leaders had to focus on developing understanding of what rigor looks like at North Side. This is still very much a work in progress. ○ Both buildings have teachers who need support in planning engaging, rigorous lessons that push students to mastery of important skills; including critical thinking. • (d) Instructional practice: <ul style="list-style-type: none"> ○ COVID Related: Teacher interviews and classroom observations indicate that some teachers: <ul style="list-style-type: none"> ▪ Find differentiating instruction very challenging in the virtual setting. ▪ Struggle to deliver smoothly paced and engaging lessons in virtual and synchronous settings.
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| <ul style="list-style-type: none">• (e) Student progress-tracking:<ul style="list-style-type: none">○ Teachers utilize running records, frequent checks for understanding and exit tickets to learn where students are in their learning.○ Teachers celebrate individual achievements of students. | |
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VII. Engaged Parents and Community A transformational school:		
Standard	Indicator	Evidence
a. Engages parents and community stakeholders in the vision and mission of the school	i. Develops and implements an effective communications plan consistently engaging the community in becoming educated regarding quality education and developing support for their charter school	Documents Other Evidence <ul style="list-style-type: none"> • Parent interviews • Parent and community communication/involvement plan • Data on parent and community participation in school events • Parent-teacher contact data • Newsletters and other communications • Parent survey data • Board meeting agendas, notices, minutes and supporting documentation
	ii. Ensures the active engagement of administrators, board members, parents, and staff in communication and outreach planning and implementation	
iii. Communicates and engages all stakeholders in the mission and vision of the school		
iv. Involves students, parents, and community members as part of the school's support system.		
v. Fosters strong relationships between school staff and parents.		
b. Seeks input from relevant, critical, impacted stakeholders	i. Establishes regular opportunities and methods of communication among the stakeholders, administration, and the board ii. Conducts its meetings regularly and in an open, organized, and effective manner iii. Operates within the requirements of the Missouri Sunshine Law ensuring board meeting agendas and meeting minutes are posted in a timely manner for broad public review and all state non-profit requirements are met	
COVID-19 RELATED		
c. Addresses ramifications of COVID-19 on school's capacity to engage and seek input from parents and community members.	i. Collaborates with families in decisions driven by COVID-19 that directly impact their children's access to learning.	Documents <ul style="list-style-type: none"> • School leader board reports Other Evidence <ul style="list-style-type: none"> • Parent surveys and interviews • School leader interviews
	ii. Provides frequent opportunities for families to give feedback.	
iii. Ensures that all families have access to the school's distant learning platforms.		

Element VII: Parents and Community	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • (a) Parent and community engagement: <ul style="list-style-type: none"> ○ COVID Related: School leader and teacher interviews indicated that due, in part, to the pandemic, overall communication with parents and families has increased and improved. ○ Teachers communicate via DoJo, daily texts, and calls. • (b) Input from stakeholders: <ul style="list-style-type: none"> ○ School leader interviews indicated that in general, parent support of North Side has been strong. 	<ul style="list-style-type: none"> • (b) Input from stakeholders: <ul style="list-style-type: none"> ○ There is no evidence that North Side solicits input from the families it serves other than to monitor their tech needs.

VIII. Comprehensive Student Support System The support staff of a transformational school:		
Standard	Indicators	Evidence
a. Develops and utilizes a comprehensive, developmental student support system that proactively assists all students to develop and apply knowledge, skills and mindsets for maximum academic, career, and personal/social growth during the school years.	i. Collects and uses academic, behavior and attendance data to: <ul style="list-style-type: none"> a) Plan appropriate programs for students both individually and collectively. b) Monitor student performance and provide appropriate interventions in cooperation with all stakeholders for student success. ii. Assists all students with developing academic, career, and personal/social skills; helping them to utilize reasoning, understand connections and make complex choices. iii. Uses a variety of activities, resources and strategies; including individual and group counseling, classroom presentations, academic advising, parent education and other responsive services	Required Documents: <ul style="list-style-type: none"> • SPED Compliance Plans (IDEA & 504) • ELL Intervention Policy • Title I Needs Assessment and Plan
		Other Evidence <ul style="list-style-type: none"> • Student support team interviews • School leader interviews
b. Advocates for students and provides professional expertise to help school personnel, parents/guardians and community members to increase the effectiveness of student success.	i. Proactively facilitates communication and collaboration within and among the school, home and community to promote and build trust, understanding and partnerships with all segments of the school community. ii. Seeks solutions and provide referrals to overcome barriers to effective involvement in education and success of students.	Required Documents:
		Other Evidence <ul style="list-style-type: none"> • Student support team interviews • School leader interviews • Staff, student and parent surveys
c. Develops and implements policies and procedures to ensure that all children with disabilities are identified and evaluated; and if eligible, receive services that meet their specific needs.	i. Ensure that teachers have the expertise to identify students who may have special needs and communicates regularly with teachers to share concerns. ii. Follows protocol related to parent concerns in a timely manner. iii. Develops and implements a system (internal or external) to evaluate students. iv. Develops and implements appropriate services that meet each student's individual needs. v. Is in compliance with all special education statutes and procedures.	Required Documents: <ul style="list-style-type: none"> •
		Other Evidence <ul style="list-style-type: none"> • Student support team interviews • School leader interviews • DESE CAPs • Staff, student and parent surveys
d. Develops and implements policies and procedures to ensure that all children who	i. Develops and implements a plan that's in compliance with state and federal guidelines that	Required Documents: <ul style="list-style-type: none"> • Homeless Student Policy

qualify as homeless receive all necessary services and support to meet their specific needs.	ensures homeless students have an equal opportunity to a public education.	Other Evidence <ul style="list-style-type: none"> • Student support team interviews • School leader interviews • DESE compliance reports • Staff, student and parent surveys
e. Develops and implements policies and procedures to ensure that all children who qualify as ELL receive necessary services and support to meet their specific needs.	i. Develops and implements a plan that's in compliance with state and federal guidelines that ensures ELL students receive necessary services and support to meet their specific needs.	Required Documents: <ul style="list-style-type: none"> • ELL Intervention Plan Other Evidence <ul style="list-style-type: none"> • Student support team interviews • School leader interviews • DESE compliance reports • Staff, student and parent surveys
COVID-19 RELATED		
f. Addresses ramifications of COVID-19 on the school's capacity to proactively assist all students to develop and apply knowledge, skills and mindsets for maximum academic, career, and personal/social growth during the school years.	i. Develops and implements a plan that is in compliance with state and federal guidelines and ensures the school effectively assists all students operating in a remote learning environment.	Documents <ul style="list-style-type: none"> • Reopening Plans Other Evidence <ul style="list-style-type: none"> • School leader interviews • Staff interviews • Staff, student and parent surveys

Element VIII: Student Support System	
Areas of Strength	Areas for Growth
	<ul style="list-style-type: none"> • Some middle school teacher interviewees indicated significant concern that IEP students are not receiving their required minutes; pointing out that there's not enough SPED staff in the building. • Elementary teachers indicate that struggling students who don't have IEPs need more support.
Dr. Thurma DeLoach's Review	
Special Education <ul style="list-style-type: none"> • The Special Education coordinator has provided stable and consistent leadership for special education at Northside for over 10 years. She is responsible for monitoring and ensuring North Side meets all DESE compliance requirements. <ul style="list-style-type: none"> ○ The special education coordinator manages all referrals for special education evaluation including conducting the Review of Existing Data meetings, time-line documentation, and 	Special Education <ul style="list-style-type: none"> • Interviews indicate that communication and leadership challenges exist between special education staff and building administration. Some of these challenges may be left over from the prior school year as well as the inability to talk face to face due to Covid shutdowns and social distancing. Some staff reported receiving contradictory communication from different administrators. Others reported feeling personally criticized and unvalued for their work. Significant issues

<p>eligibility staffing. Evaluations are provided through contract with a private agency.</p> <ul style="list-style-type: none"> ○ The special education coordinator schedules, facilitates and writes all IEPs. Special education teachers participate in this process by providing input on appropriate goals and progress monitoring data. Teachers report they like this structure as they are able to focus on instruction. ○ Due to the Covid-related campus closures, no student files were reviewed this year. NSCS completed the DESE Self-Assessment during the 2019-20 school year and was compliant in all areas reviewed that year. <ul style="list-style-type: none"> • Two new special education teachers started at Northside this school year. Both are experienced special education teachers. The middle school special education teacher returned to complete a 2nd year at the middle school campus. Speech/Language and OT services are provided through contract with a private agency • At the beginning of the school year, all special education services were provided virtually using the Zoom platform. The special education teachers worked with the coordinator and parents to complete Form G planning for the shift to virtual instruction. Teachers reported this planning process worked well. <ul style="list-style-type: none"> ○ This reviewer conducted several observations of virtual special education lessons. These lessons were 1-1. Teachers presented engaging lessons using on-line tools and students participated appropriately. Lesson minutes were shorter than lessons conducted in person. Students seemed capable of staying engaged during these shortened time blocks. Special education teachers reported that although students showed some regression on IEP goals during virtual instruction, they made up lost skills upon their return to in person instruction. ○ Break out rooms were used to provide push in supports during regular classroom instruction. ○ In-person elementary special education services are provided through classroom pull out in a small separate building away from the general education classrooms. <ul style="list-style-type: none"> ▪ Both elementary teachers serve all grade levels—one teacher focuses on reading and social skills and the other on writing, math, and reading fluency. ▪ The <u>Sunday</u> reading program is used for special education reading intervention at both the elementary and middle school. 	<p>with morale and trust appear to be brewing, especially at the elementary campus.</p> <ul style="list-style-type: none"> ○ As the new elementary leadership team convenes this summer, intentional work on restoring relationships, improving communication, and building morale needs to be a priority. <ul style="list-style-type: none"> • Special education appears to operate as an independent department at both the elementary and middle school campus. Its systems do not appear to be intentionally aligned with other school systems. Building administrators do not have a collaborative role in planning, scheduling, evaluating, and supporting special education. Consider the following: <ul style="list-style-type: none"> ○ Although the elementary principal reported that she is kept informed of special education issues and requirements, the middle school principal reported very little contact or communication about special education issues or needs within her building from the coordinator or the middle school special education teacher. ○ Principals do not appear to be aware of how special education teachers schedule, support students & teachers or how students are progressing. <ul style="list-style-type: none"> ▪ The special education coordinator and building administrators should meet regularly to establish joint expectations for classroom and special education teachers and discuss current student needs and potential referrals for evaluation. ○ The building principals do not participate routinely in IEP or evaluation meetings and are not viewed by the special education staff as their supervisors. <ul style="list-style-type: none"> ▪ The building principal and/or assistant principal should be invited to all IEPs and evaluation meetings. ▪ Special education staff should be observed and evaluated jointly by the building principal and the special education coordinator. ○ Special education compliance, referral and services information should be reviewed annually (at the start of each school year) as part of the back to school teacher orientation. • The current process for staff referral of students for special education evaluation relies heavily on the judgement of the special education coordinator to suspect a disability based on referral concerns expressed by the teacher and available file data. Referral concerns are shared informally—without a formal, documented referral system. This unilateral decision process creates significant frustration for classroom teachers and administrators and places undue
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<ul style="list-style-type: none"> ○ The middle school teacher provides instruction in reading, writing, and math. At the start of the year, services were provided virtually in small group sessions—typically no more than 3 students in a group. In person services are a combination of pull out and push in. ○ NSCS served 47 students with IEPs (Dec 1 Child Count). 42 of these students are taught in the general education classroom 80% or more of the school day. 5 students require more instructional time in the special education setting. ● IEP goals and instruction priorities are loosely based on grade level expectations. There is interest among special education staff and NSCS administration in standard-based IEPs. St. Louis RPDC offers this training. ● Collaboration with general education teachers is conducted through email and text messages primarily. ● General education teachers report that students with IEPs are getting the services they require and are making progress. ● Special education teachers report the Special Education coordinator provides strong support and appreciate that she takes the lead for monitoring compliance requirements, allowing them to focus on teaching. Elementary special education teachers work closely with the coordinator to problem solve specific student needs. Despite being new to NSCS, the elementary department appears to have quickly become a strong collaborative team. ● As of the 2019-20 school year, NSCS no longer required students be retained for a year prior to evaluation for special education. This was a significant and necessary change. ● NSCS participates in Medicaid School District Administrative Claims (SDAC). The finance director is interested in beginning direct service billbacks for Speech-language, Occupational therapy, and mental health services. MSBA provides guidance on how to set up direct service bill-back. 	<p>responsibility on a single person to determine who will and won't be evaluated.</p> <ul style="list-style-type: none"> ○ It is recommended that specific referral procedures be written that include a multi-disciplinary team (joint) review of documented referral concerns and available data to determine if a disability should be suspected. The building administrator, classroom teacher, and special education coordinator are the recommended team for making this decision. Team decisions should be documented. ○ These new procedures should be shared with teachers at the start of the new school year. ● Numerous staff expressed concern about the need for additional student support staff at both campuses. Special education teachers have full caseloads and are not available to support other intervention beyond direct service minutes specific to IEP goals. A continuum of service options is not available for students whose needs could be met with push-in or co-teaching supports because there is not sufficient special education staff to provide supports within the general education classroom. No supports are available at the Early Childhood Center for KG students with IEPs or special needs. The middle school special education teacher has a caseload that spans 4 grade levels and instruction in reading, writing, math, and social skills. This may be expecting too much from a single teacher. <ul style="list-style-type: none"> ○ Consideration should be given to adding a 3rd special education teacher to the elementary campus and a 2nd teacher to the middle school. Special education teachers could then be assigned to specific grade level teams—Pre-K/KG, 1st/2nd grade, 3rd/4th grade, 5th/6th, and 7th/8th. As active grade level team members—these teachers could work directly in the classrooms with students with IEP or other special needs as well as provide resource minutes. They could focus on current grade level curriculum and learning goals—assisting caseload and other students meet higher level expectations. ● Research demonstrates that students achieve better outcomes when supports and services are provided in the general education classroom via push-in or co-teaching models. Additional staffing and assignment to specific grade levels would make this possible. <ul style="list-style-type: none"> ○ Targeted training on push-in and co-teaching practices would be needed for special education and classroom teachers who have clusters of students with IEPs in their classrooms. EdPlus provides this training. ● Requiring elementary students with IEPs to walk across campus or move from the Early Childhood Campus to receive KG special
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education services cuts into instructional time and is contrary to inclusionary expectations for students with IEPs. Opportunities for face-to-face collaboration and in class support are severely limited by the physical distance between special and general education classrooms at the elementary and early childhood campus.

- Re-locating special education services back into the classroom buildings should be considered by the administrative team. Special education teachers could maintain office space in the separate building—but provide individual or small group services within general classroom areas.
- Concerns continue to be expressed that IEP teams are not empowered to consider a full range of placement options—e.g., para-professional support in the general ed classroom, co-teaching or push-in special education services.
 - The administrator serving as the LEA representative at the IEP meeting is responsible for committing necessary NSCS resources. Whoever is in this role needs to be trusted and empowered to make these decisions. Confidence in IEP team decisions about paraprofessional or other supports is more likely if both the building administrator and special education coordinator attend IEP meetings together.
 - Para-professional support will be necessary for some students with disabilities. North Side administration should allocate funds as part of the annual budget to provide such support when the IEP team determines this support is necessary.
- Vital special education functions—speech-language, occupational therapy, and evaluation are provided by a contracted agency. Contracted staff are not regularly present on campus—only there to provide IEP minutes or testing. Although this model is adequate for young schools with small student populations, North Side is now a school of over 400 students spread across 3 campuses. The benefits of having the expertise of specialists embedded on campus full time are missed under this agency model. Embedded specialists can consult regularly with teachers, build screening and intervention systems, and assist the school community respond to the diversity of student needs. Embedded staff are responsible for creating responsive student support systems and need not be limited to only providing IEP minutes.
 - An analysis of the benefits and costs of hiring its own school psychologist, speech-language therapist, and occupational therapist on a full or part time basis is recommended.

Dyslexia Screening and Supports

- As of August 2019, all Missouri public schools are required to annually screen students for potential reading challenges related to dyslexia. Screening results are reported to DESE as part of the June MOSIS data collection cycle. The law applies to all students in grades KG-3 and for all students known to have reading deficits in grades 4 through high school.
 - The elementary instructional coach coordinated dyslexia screening for the elementary campus in August/September. Dibels screening tools were used to screen all students in grade 1 through 4. Classroom teachers conducted the screenings.
 - Grade level teams met after the fall screening to identify students *for Sunday Reading Intervention*. *Sunday* is used as the Tier 3 intervention for significant reading concerns. Instructional assistants teach the *Sunday* program.
 - Some elementary teachers reported the fall Dibels screening results to be helpful in figuring out which students needed additional intervention and in understanding the key components of literacy that students were struggling to acquire (e.g., specific phonemic competencies).
 - Additional Tier 2 reading intervention is provided through small, guided reading groups in elementary classrooms. Teachers reported that special education teachers sometimes help them figure out additional reading supports.
- The instructional coach participated in LETRS training during the summer of 2020. She provided some initial professional development for elementary teachers based on LETRS principals. North Side is planning for a large cohort of elementary and special education teachers to participate in LETRS training this summer.

- Although there is benefit in special education teachers participating in general professional development provided for classroom teachers, this should not be the only professional development available for them. Special education staff have unique professional development needs and opportunities for role specific training need to be provided. An annual survey of their needs would help identify priorities for on-going learning.

Dyslexia Screening and Supports

NSCS is not fully compliant with MO law and DESE regulations on dyslexia screening and supports at the both the elementary and middle schools.

- No specific plan or reassignment for on-going dyslexia screening was created after the departure of the instructional coach in October. Staff interviews were inconsistent as to if and how winter screening was done or if spring screening was conducted. Some staff reported that screening was done in the fall and winter and others had no recall of the screening process or of using the results to identify students for intervention.
- Middle School administrators and teachers reported that the dyslexia screening was not conducted last year, or this fall or winter. The building principal was aware of the Missouri law and DESE requirements for dyslexia screening; however, did not have the expertise or available staff to coordinate or implement screening requirements. The principal expressed great concern about not having screening in place and recognized that there are numerous students who would be helped by a strong screening process and intervention supports.
- It is unrealistic to expect the K-4 and 5-8 school principals to organize and implement dyslexia screening requirements without the support of a person with expertise in literacy assessment, data analysis and literacy intervention. North Side does not currently have this expertise on staff. Consider the following:
 - North Side should consider re-hiring an instructional coach for K-8 or hiring its own literacy specialist or school psychologist to lead dyslexia screening, data review, intervention and other compliance. This person would train teachers on required elements of screening and intervention, develop the screening calendar, review screening data with teachers, identify evidence-based interventions for use in the classroom as well as provide pull-out intervention for students with the greatest needs.

Responsive Student Support Services

- School administration and teachers recognize that numerous North Side students experience academic, social-emotional, behavior, trauma, and economic insecurity challenges. North Side addresses these needs by maintaining small class sizes (15 students max) with expectations that classroom teachers will be the first level of response in supporting children as needs become apparent.
 - Instructional assistants are assigned to K-4 grade levels to provide additional support under the direction of the classroom teacher.
 - Additional ELA and Math intervention blocks taught by core teachers are built into the middle school schedule.
- **JUSTICE** (Just, Unapologetic, Self-disciplined, Tenacious, Inquisitive & Courteous, Considerate, Enthusiastic) -- the acronym for school-wide expectations and core values was adopted in the 2019-20 SY and continues to provide universal expectations for character development in NSCS students PK-8. A core value is identified each month, taught school-wide and reviewed in homerooms.

- Dibels is an appropriate screening tool; however, teachers need to be trained and follow up provided before/after each screening session.
- The results of 5-8th grade screening should be shared with all content teachers and in-class supports/ accommodations provided as needed.
- Parent notification of the screening results and planned intervention is required by DESE. There is no evidence that parents of elementary students were notified of the fall screening results this year.
- Information about how North Side conducts dyslexia screening could be included in the parent handbook including the requirements of the MO law.
- LETRS is a high level, research-based training on the critical elements of literacy development and the instructional practices that need to be emphasized for students to become proficient readers and writers. These practices work with any reading program. However, leadership expectations for implementation and on-going support, feedback, and monitoring is necessary for teachers to make the shift from old habits.
 - Elementary and middle school administrators should participate in the LETRS administrative overview or elements of the LETRS training with their teachers so they can set expectations and know how to support teachers in LETRS implementation.

Responsive Student Support Services

- North Side Community School now serves over 400 students (grades PK-8th) on 3 campuses. As individual staff members leave NSCS, the challenges of designing and implementing consistent responsive support systems, coordinated across campuses, was a common concern expressed in interviews. As schools grow and student needs intensify, the importance of identifying the necessary functions, services, and systems for implementing and maintaining effective responses/supports is magnified. This year was especially challenging given the urgency of Covid safety procedures and virtual instruction. But as school returns to normal, the need for intentionally building multi-tiered systems of support for academic, mental health, physical health, and social work must be recognized. MTSS (Multi-tiered Systems of Response) are now a DESE MSIP requirement for all public schools in Missouri.
 - Appropriate staffing, expertise, and systems for responding to students who go off track academically or emotionally need to be developed, implemented, and monitored with data. Although some elements of MTSS have been practiced at

- Two full time social workers provide social work and small group/individual counseling for students identified with mental health needs.
 - The middle school Educational Support Counselor (ESC), funded through the MO Foundation for Health grant in partnership with BJC Behavioral Health, resigned in January and a replacement was not available through BJC. NSCS located an MSW who started after spring break. Although this individual does not have clinical social worker skills or a license, she has stepped up to assume many of the duties left unfilled at the abrupt departure of the ESC.
 - The elementary social worker is hired by NSCS. She was on maternity leave during this review and unavailable to interview.
- **Little Bits Foundation** is a long-term supporter of NSCS families experiencing economic hardships.
- The elementary assistant principal assists K-4 classroom teachers provide behavioral support for students. The need for behavior intervention or Out of School Suspension for disruptive behavior has been reduced this year because fewer students are attending in person. The elementary assistant has been appointed principal for the 2021-22 SY and expressed excitement about the student support expertise of the individual hired as the new assistant for 2021-22.
- The middle school assistant principal is the primary source of student support for grades 5-8. His role includes that of math coach and school culture director. He identifies *all things behavior* as the key elements of school culture
 - **Teach Like a Champion** was used as the basis for a staff PD on relationship building strategies. Morning homeroom time focuses on relationship building.
 - A hybrid middle school version of Positive Behavior Support and Restorative Discipline is being developed.
 - Several restorative practices are incorporated into discipline response including helping students understand the impact of their behavior on relationships and the need to restore relationships when damaged.
 - **Classroom DoJo** is used to provide positive recognition for students and communicate with parents on a regular basis.
 - The assistant principal and middle school social worker collaborate regularly on individual student needs.
 - A strong collaborative relationship is developing between the middle school principal and assistant principal. They appear to be of like minds and support each other in thinking through

- NSCS in prior years, very little of these practices are currently in place.
- The leadership team on each campus should convene a task force to describe what responsive tiered systems, use of data, and appropriate staffing looks like for each campus. An action plan for building responsive systems over the next few years would be written to help NSCS move in that direction.
 - A full-time school psychologist should be considered as a potential lead for developing a MTSS system for the elementary and middle school campus. This skill set could assist principals in implementation of dyslexia screening, evidence-based tiered intervention, data-based decisions, and progress monitoring. This expertise does not exist currently on either campus.
- Regular collaboration between the elementary and middle school social workers is recommended. These two individuals need to work in close collaboration with the assistant principals and school nurses as the mental health and family resource experts. Clear systems for identifying students, assessing needs, triaging services, setting goals, and monitoring progress are needed. Key collaborations include:
 - sharing of resources
 - consistency of procedures (e.g., small group and individual counseling, suicide/bullying interventions and documentation, trauma training, de-escalation training, SRSS administration and review)
 - collaborative problem-solving procedures for students with challenging needs.
 - Consideration should be given to hiring a behavior specialist to develop and implement evidence-based behavior support services responsive to the North Side students and families. Examples of behavior support services/programs are available at several UMSL sponsored charter schools. The behavior specialist would:
 - Work directly with administration to create/implement a school-wide framework for Tier 1 and 2 SEB supports for students
 - Collaborate with the social workers on Tier 3 interventions
 - Conduct Functional Behavioral Assessments (FBAs),
 - Develop behavior improvement plans (BIPs)
 - Provide social-emotional-behavioral interventions (e.g., self-regulation strategies, sensory/motor interventions for anxiety etc.)

responsive systems needed to support middle school students.

- North Side does not currently have students identified as English Language Learners. The enrollment form does include the required questions to determine students who should be WIDA screened with WIDA for potential English Language Learner needs. A basic LAU (ELL assessment, identification and services plan has been written and is ready for board approval. The development of this plan will provide guidance to the leadership team as to how to proceed when a student enrolls and identifies as potentially in need of ELL services.
- NSCS's Seclusion, Isolation, and Restraint policy/procedure is well-written and easy to follow. Reminder that staff are to be trained annually on the policy requirements as well as on de-escalation techniques.

Covid Safety Planning--School Health/Nursing Services

- A Covid safety plan was written by the Operations Manager using the template provided by the St. Louis City Health Dept. It is posted on-line for parent and staff review. Teachers and parents were surveyed and had input into the plan. The school nurse provided assistance in its development.
- Pediatric Infectious Disease physicians (Washington University) met with staff and parents virtually prior to the re-opening of campus to provide specific information and answer questions about Covid, safety practices.
- North Side applied for and received a Healthy Kids Healthy Minds grant to fund a full-time school nurse through Children's Hospital starting in the 2019-20 SY. An additional ½ time nurse was added to the grant for the current school year to serve the middle school campus.
 - The PK-4 nurse transferred to the middle school ½ time position in the fall.
 - HKHM assigned a long-term sub nurse to the elementary campus. Administrative and teaching staff described the substitute nurse as a phenomenal resource who takes initiative in her role. She provides daily Covid support and guidance to parents, staff, and students. She greets parents daily at drop off, checks temperatures, conducts antigen tests, contact tracing. A covid quarantine room and procedures for using it have been developed.

- Occupational therapy is currently provided to only a limited number of students with IEPs. The OT is a contracted employee who provides OT minutes as prescribed on students' IEP. By limiting OT expertise to special education, many North Side students with sensory and/or self-regulation needs are going unserved.
 - A full or part time Occupational Therapist hired as a North Side staff member to work PK-8 should be considered. Implementation of key sensory and self-regulation strategies both within the general education classroom and in sensory/self-regulation centers is a key element of many tiered intervention frameworks.
- The North Side school community continues to be at high risk for trauma-related issues. On-going training and support in the area should be a high priority for annual staff PD.

Covid Safety Planning--School Health/Nursing Services

- The school nurse partnership with Healthy Kids, Healthy Minds provides numerous benefits to North Side Community School. However, efforts to resolve issues with performance expectations and communication between the nurse currently assigned to the middle school campus are on-going. The HKHM nurse supervisor and the building principal need clarity on who takes the supervisory lead on what issues—clinical versus school needs/procedures. Consider the following:
 - Regular communication between the nurse and school administration should occur, ensuring the principal is aware of any significant student or staff health or safety issues and issues for which the nurse needs guidance.
 - Monthly check ins between the HKHM supervisor and the school administrator should be scheduled.
 - If performance issues are identified by the principal or the HKHM supervisor, it is critical that these concerns be documented and shared as soon as possible and plans to address concerns be implemented.
- The urgency of Covid safety procedures and monitoring took priority for the school nurse this school year. Although it is likely that these procedures will continue into the new school year, a more robust role for the school nurse should be defined. Specific plans should be developed over the summer months to include:
 - Immunization clinics in the summer
 - Vision, hearing, and dental screenings/clinics
 - Age-appropriate classroom health and hygiene lessons

<ul style="list-style-type: none"> Classroom teachers reported feeling safe with the Covid safety procedures in place at school. As of this review, no cases of Covid spread had occurred on campus. 	<ul style="list-style-type: none"> Assistance with Medicaid enrollment for eligible families without health insurance The school nurse is a key contact for parents on all health-related issues and topics. <ul style="list-style-type: none"> Consideration should be given to offering health related workshops and/or health fairs for families on an annual basis. Virtual workshops for parents could readily be maintained on the website on health and wellness topics—diet, exercise, sleep, mental health. Children’s Hospital would be a strong partner in providing these resources for parents. North Side Community School serves a community with economic insecurity and access to regular health care can create huge challenges for families. Medicaid enrollment in Missouri has been challenging for families in recent years and numerous children have been dropped from Medicaid rosters. <ul style="list-style-type: none"> The NSCS enrollment application could include questions to determine if students have private health insurance, are insured through MO HealthNet (Medicaid) or have no insurance. The school nurse and social workers should encourage and assist families to determine Medicaid eligibility. Medicaid enrollment assistance could be included during start of the year parent involvement activities or as part of enrollment. <p>Other</p> <ul style="list-style-type: none"> Evidence of required trainings in dyslexia, de-escalation, suicide/bullying was not available for this review. An annual calendar of required staff training should be developed and staff responsible for providing/arranging for the training identified. Required annual training specifically related to student support services includes: <ul style="list-style-type: none"> Dyslexia training—2 hours minimum annually for all instructional staff De-escalation techniques used when students start to escalate behaviors—annually for all staff Initial or re-fresh physical restraint training for staff members authorized to restrain students who have escalated to the point of being a danger to self or others Seclusion, Isolation, and Restraint policies and procedures for all staff. Suicide/bullying awareness and procedures for all staff Child abuse or neglect awareness and reporting Annual refresh training on expectations for teachers/administrators for special education should be included as part of the start of school PD.
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	<ul style="list-style-type: none">• Documentation of the Annual Parent Meeting required for all Title 1 schools was not available for this review.
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