

## 2021 UMSL Annual Review Report - Part 1: Elements 1-8 Saint Louis Language Immersion School

### Contents:

#### Evaluation Standards

##### Ten elements of school evaluation:

- I. [Transformative and Innovative Vision](#)
- II. [Responsible Board Governance](#)
- III. [Strong School Leaders](#)
- IV. [Transformational Curriculum](#)
- V. [Empowering Culture of Achievement](#)
- VI. [Transformational Teachers](#)
- VII. [Engaged Parents and Community](#)
- VIII. [Comprehensive Student Support System](#)
- IX. [Substantive Student Academic Achievement](#)
- X. [Sound Financial Operations](#)

#### 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.	<b>Required Documents:</b> <ul style="list-style-type: none"> <li>• <b>Charter Application:</b> (Met as part of the charter application approval process.)</li> <li>• <b>Approved Charter Amendments</b></li> </ul> <b>Other Evidence</b>
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. ii. In their classrooms, teachers and students are mission driven as indicated by their enthusiasm, active and consistent participation and task completion.	<b>Required Documents:</b>  <b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Student, parent and staff interviews and survey data</li> <li>• Classroom observations</li> </ul>
<b>COVID-19 RELATED</b>		
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. ii. Academic and student support program adjustments are aligned to and effectively advance the school's mission.	<b>Documents</b> <ul style="list-style-type: none"> <li>• <b>School reopening plans</b></li> </ul> <b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Board, leadership and staff interviews</li> <li>• Staff and parent survey data</li> </ul>

Element I: Vision	
Areas of strength	Areas for Growth
<ul style="list-style-type: none"> <li>• All stakeholders believe in the vision of the school.</li> <li>• The diversity of SLLIS's staff is unique in this region.</li> <li>• SLLIS has prioritized resources and human capacity to address learning needs that exist within students from impoverished backgrounds.</li> <li>• <b>COVID Related:</b> The board and administration has maintained a strong commitment to SLLIS's mission during the pandemic. School leaders and staff have gone the extra mile to try to meet the needs of all students and their families; especially those families who have not maintained a good connection with the school. SLLIS has been successful in setting up a safe learning environment for staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>• Within SLLIS's mission there exists a tension between the goals of preparing students for success in high school and beyond and developing bilingual proficiency. These goals are not mutually exclusive, but each places its own demands on resources and instructional time. A significant challenge for the years ahead is finding the right balance between the two for each student SLLIS serves.</li> <li>• Teacher interviews indicate that though SLLIS is now housed in one building, there are few structural connections that link the language programs together. COVID makes meeting this concern more challenging. Questions to consider include:           <ul style="list-style-type: none"> <li>• How can the leadership team strengthen staff relationships across the three language programs?</li> <li>• How can the curriculum leadership team build opportunities for shared curricular experiences across the three programs?               <ul style="list-style-type: none"> <li>○ Years ago, affiliation with IB programs (PYP and MYP) provided opportunities for cross-program</li> </ul> </li> </ul> </li> </ul>

	student learning, although SLLIS did not fully leverage those opportunities at the time.
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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	<b>Documents</b> <ul style="list-style-type: none"> <li>• <b>Board Self-Evaluation</b></li> <li>• <b>Proof of Insurance Policies</b> <ul style="list-style-type: none"> <li>○ <b>Directors and Officer Coverage</b></li> <li>○ <b>General Liability</b></li> <li>○ <b>Professional Liability</b></li> <li>○ <b>Property</b></li> <li>○ <b>Workmen Compensation</b></li> <li>○ <b>Employee Dishonesty/Crime (minimum \$500k)</b></li> </ul> </li> </ul>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Observation of board meetings</li> <li>• UMSL Sponsor communication with board president and/or directors</li> </ul>
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	<b>Documents</b> <ul style="list-style-type: none"> <li>• <b>Board Organizational Structure Chart</b></li> <li>• <b>Board Director Profiles/Contact Information</b></li> <li>• <b>Assurance of Board Criminal Background and FCSR (child abuse registry) Checks</b></li> <li>• <b>Board Development Plans</b></li> <li>• <b>Board Member Financial Disclosure Confirmation</b></li> </ul>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Director interviews</li> </ul>
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.	<b>Documents</b> <ul style="list-style-type: none"> <li>• <b>Board Meeting Agenda</b></li> <li>• <b>Board Meeting Calendar</b></li> <li>• <b>Board Meeting Document Packets</b></li> <li>• <b>Board Meeting Minutes - Approved</b></li> </ul>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Observation of board meetings</li> <li>• Board meeting notices and signage</li> </ul>

		<ul style="list-style-type: none"> <li>•</li> </ul>
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"> <li>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</li> <li>ii. Regularly reviews board policies, updating as necessary.</li> <li>iii. Organizes and makes available to the public the school policies utilizing multiple forms of communication</li> </ul>	<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <b>Board Policy Manual and Bylaws;</b></li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Observation of board meetings</li> <li>• Board meeting agendas and minutes</li> <li>• Evidence in board minutes that check registry has been reviewed and approved by the board.</li> </ul>
e. Employs a clear strategic approach to meeting the school's vision	<ul style="list-style-type: none"> <li>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</li> <li>ii. Monitors progress towards goals identified in the strategic plans</li> </ul>	<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <b>Strategic Plan (same as for School Leader)</b></li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Observation of board meetings</li> <li>• Board meeting approved minutes</li> </ul>
f. Selects, supports, and annually evaluates the school leader	<ul style="list-style-type: none"> <li>i. Selects a highly qualified school leader and defines the role the leader plays in the overall operation of the charter school</li> <li>ii. Supports the administrator's decision making</li> <li>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.</li> </ul>	<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <b>Board Evaluation of School Leader (blank template)</b></li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Chair and Director interviews</li> <li>• Board meeting observations</li> </ul>
g. Monitors the school's education program, operational procedures, and fiscal health in cooperation with the sponsor.	<ul style="list-style-type: none"> <li>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.</li> <li>ii. Monitors student academic performance, curriculum and instruction, and operational procedures. and fiscal management.</li> </ul>	<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <b>School Annual Self-Evaluation (same as for School Leader)</b></li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Chair and Director interviews</li> <li>• Board meeting observations</li> <li>• Board meeting approved minutes</li> </ul>
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"> <li>i. Reviews and approves annual budgets and budget amendments.</li> <li>ii. Reviews the school's monthly financial statements/spreadsheets that include updates on: <ul style="list-style-type: none"> <li>a) Current enrollment</li> </ul> </li> </ul>	<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• Attendance and student data reporting <b>internal control policy</b></li> <li>• Monthly financial reports to board to include <b>Weighted Average Daily Attendance (WADA)</b></li> </ul>

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

	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
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- (a) Operates in best interests of students and mission
  - **COVID Related:** The board worked very closely with the administration from the beginning of the pandemic in March 2020 to ensure that SLLIS 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.
  - SLLIS opened for full-time on-site instruction beginning August 10, 2020 and also offered a virtual option, making it the first public school in the region to open for in-person learning.
  - The board president is dedicated to the school, works hard to fulfill her responsibilities and works well with Superintendent.
- (b) Recruits and maintains - Diverse backgrounds and skill sets:
  - Board members bring knowledge and experience in these fields: educational leadership, elementary education, school finance, government and educational policy, world language education and business development.
- (c) Compliance with state-federal statutes and regulations:
  - To the best of UMSSL’s knowledge, SLLIS’s board is compliant with state and federal statutes and regulations.
  - **COVID Related:** The board complies with Missouri’s Open Meetings statute.
- (d) Policies:
  - Policies appear to be up to date and in good order.
- (e) Strategic approach:
  - The board recently reviewed and revised SLLIS’s mission, values and purpose and will soon take on priorities for the next three to five years.
  - School leaders regularly inform the board on progress towards goals in the Strategic Plan.
- (f) School leader relations and evaluation:

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- Relations between the board and Superintendent are characterized by open communication, trust and mutual respect.
- SLLIS implements a strong and valuable formal superintendent evaluation process.
  - The superintendent is satisfied with the evaluation process.
- (g) Monitoring responsibility:
  - The board monitors student academic performance through regular review of SLLIS's internal standardized assessments before the full board and the Academic Committee.
  - Board interviews indicate they are aware of the changes school leadership have made in teacher professional development and curriculum and instruction.
- (h) Fulfills its fiduciary responsibility
  - The board regularly reviews and monitors SLLIS's finances and financial operations, approves the monthly check register, adjusts the annual budget as necessary and submits and publishes the annual audit.
  - At this time, SLLIS's financial situation is in good shape.
  - *Refer also to Element X when UMMSL's Charter School Office submits Part 2 of the annual review to the board.*
- (i) Responsibilities to UMMSL
  - The board fulfilled all of its responsibilities to UMMSL's Charter Schools Office.

**Board Development and Training**

- The board created a Board of Director Orientation handbook for all board members; especially those new to the board.

**Community Relations**

- In years past, parents showed up at board meetings to express concerns, reflecting considerable unrest over certain aspects of the academic program and/or school leadership. The board put structures and processes in place to give parents a voice. These days, few if any parents attend board meetings or reach out to board members – reflecting a more tranquil relationship between the school and its families. There's much less dissension, but there is also little evidence to suggest that the board has forged a strong relationship with school families to strengthen the SLLIS community. This is very difficult to initiate during a pandemic, but as school life becomes more normal, the board needs to consider how it intends to build strong connections to the families SLLIS serves.

**Board Development and Training**

- Results from board member interviews and board survey reveal that board members could use more training in these areas:
  - Charter school law



- The board engages in monthly training at board meetings that specifically address gaps that were identified in the 2020 board survey.

**Board Survey**

**Ten members completed the survey.**

- Results from the board survey reveal that board members consider the following areas as strengths:
  - Ensuring legal and ethical integrity.
  - Resolving key strategic or policy issues
  - Developing the financial resources needed to support student performance and school success
  - Overseeing financial performance and ensuring financial solvency

- Educational assessment; understanding the MAP assessment
- For board members with no background in education: school leadership, academic programs, curriculum and instruction, student support systems.

**Board Survey**

**Ten members completed the survey.**

- Results from board member interviews and board survey reveal that board members consider the following as areas for improvement:
  - Providing charter school orientation and training for new board members
  - Identifying, cultivating, and integrating new board members based on the needs of the school
  - Strategic planning and goal setting for the school
  - Understanding charter school law
  - Reviewing board meeting agendas and related materials in a timely manner in preparation for meetings

**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.	<b>Required Documents:</b>  <b>Other Evidence</b> <ul style="list-style-type: none"> <li>• School leader interview</li> <li>• Student, staff and parent surveys and interviews</li> <li>• School publications such as newsletters and announcements</li> </ul>
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	<b>Required Documents:</b> <ul style="list-style-type: none"> <li>• <a href="#">School Annual Calendar</a></li> <li>• <a href="#">Strategic plan</a></li> <li>• <a href="#">School Leader Mentoring Plan</a></li> <li>• <a href="#">School Leader Professional Development Plan</a></li> <li>• <a href="#">Student Assessment Plan</a></li> </ul> <b>Other Evidence</b> <ul style="list-style-type: none"> <li>• School leader interview</li> <li>• School leadership team interviews</li> <li>• Teacher interviews</li> <li>• Student data analysis plans</li> </ul>
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	<b>Required Documents:</b> <ul style="list-style-type: none"> <li>• <a href="#">Enrollment Application</a></li> <li>• <a href="#">Marketing/Recruitment Materials</a></li> </ul> <b>Other Evidence</b> <ul style="list-style-type: none"> <li>• School leader interview</li> <li>• Observation of lotteries</li> <li>• Enrollment and attendance data</li> <li>• Core data</li> </ul>

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

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

	<ul style="list-style-type: none"> <li>j) Technology resources: including software, devices and internet access</li> <li>k) Food disbursement</li> <li>l) Budget and financial operations</li> </ul>	
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"> <li>i. The school quickly and efficiently assesses the technology needs of staff, families and students.</li> <li>ii. The school meets the technology needs of staff, families and students; especially students without access.</li> <li>iii. The school provides strong guidance on use of technology and remote learning plans and protocols to families and students.</li> <li>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.</li> </ul>	<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Staff PD Plan</a></li> <li>• <a href="#">Staff surveys</a></li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• School Leader interview</li> <li>• Staff interviews</li> <li>• Student interviews</li> </ul>

Element III: School Leadership and Operations	
Areas of Strength	Areas for Growth
<p><b>Superintendent</b></p> <ul style="list-style-type: none"> <li>• (a) Investment of others: <ul style="list-style-type: none"> <li>○ Leadership team interviews indicate the Superintendent is well organized and very supportive.</li> <li>○ The Principal expressed her appreciation for the support and mentoring she receives from the Superintendent; given that this is her first year in this role.</li> </ul> </li> <li>• (b) Strategic approach towards student achievement: <ul style="list-style-type: none"> <li>○ <b>COVID Related:</b> Stakeholder interviews and positive outcomes indicated the board and school leaders made good decisions dealing with the challenges resulting from the pandemic. <ul style="list-style-type: none"> <li>▪ SLLIS was among a very small number of schools (traditional or charter) in the city to begin the school year with an in-person option (hybrid model). The school succeeded in implementing the model in a manner that maintained student and staff safety.</li> </ul> </li> <li>○ <b>COVID Related:</b> The Superintendent and her leadership team did a great job executing plans around systems and procedures that ensured staff and student safety during COVID.</li> </ul> </li> </ul>	<p><b>Superintendent</b></p> <ul style="list-style-type: none"> <li>• (a) Investment of others: <ul style="list-style-type: none"> <li>○ Staff morale declined somewhat this year, due mainly to stress arising from significant process and instructional changes necessitated by COVID. That stated, some staff noted concerns with implementation of new processes unrelated to the COVID adjustments that required them to change their planning and teaching practices.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ SLLIS has introduced and successfully implemented a preschool program.</li> <li>○ The superintendent has put together a strong central office team to take care of school operations. Weekly meetings include team-building activities.</li> <li>○ The superintendent invited SLLIS's instructional leaders onto the central office team to ensure she is up to speed on the instructional aspects of the academic program.</li> <li>○ The superintendent expanded and strengthened the school's leadership team, filling positions with leaders who have experience and/or expertise in teacher development and improving student achievement.</li> <li>○ The school gathers parent and staff surveys to inform decisions. – including those related to the pandemic.</li> <li>○ Staff and student diversity continue to be a strength at SLLIS.</li> </ul> <ul style="list-style-type: none"> <li>● (c) Recruitment and enrollment strategies: <ul style="list-style-type: none"> <li>○ The new strategic plan process will address SLLIS's challenge related to recruiting and maintaining enrollment. The board president and superintendent want strong participation from the larger SLLIS community in the process.</li> </ul> </li> <li>● (d) Culture building: <ul style="list-style-type: none"> <li>○ The Superintendent sets a tone that includes: <ul style="list-style-type: none"> <li>▪ Commitment to the vision.</li> <li>▪ High standards for staff and expectations for students</li> <li>▪ Open communication</li> <li>▪ Teamwork and collaboration</li> </ul> </li> </ul> </li> <li>● (e) Employment: <ul style="list-style-type: none"> <li>○ The new contract structure resulted in strong teacher retention this year.</li> <li>○ Recent hires for central office and school leader openings have been successful.</li> <li>○ Staff retention from the previous year was 86.5%</li> </ul> </li> <li>● (f) Compliance with state-federal statutes and regulations: <ul style="list-style-type: none"> <li>○ With the exceptions noted in the right-hand column, to the best of UMSL's knowledge, SLLIS's administration is compliant with state and federal statutes and regulations. <ul style="list-style-type: none"> <li>▪ With the exception of the two documents noted in the right hand-column, SLLIS's website has a very thorough document archives section.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● (c) Recruitment and enrollment strategies: <ul style="list-style-type: none"> <li>○ Between September and November, enrollment declined from 478 to 461. It has remained steady since.</li> <li>○ Maintaining enrollment with a "no-fill after first grade" policy remains a significant challenge. <ul style="list-style-type: none"> <li>▪ Student retention at grades 5 through 7 must continue to be a high priority.</li> </ul> </li> </ul> </li> <li>● (f) Compliance with state-federal statutes and regulations: <ul style="list-style-type: none"> <li>○ SLLIS needs to publish its 2019 APR and 2020 Annual Report Card (both accessible at DESE's website) in the State-Required" folder on the Documents page of its website.</li> </ul> </li> </ul>
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- Principal Evaluation:
  - The superintendent follows a formal, continuous improvement model for evaluating the principal, who is satisfied with the process.

**Principal**

- (a) Investment of others:
  - Interviews and survey data indicated the following mindsets held by a slight majority of teachers:
    - They are supportive of the changes that were implemented this school year.
    - SLLIS is more organized than ever before.
    - They feel supported by the Principal.
    - They have a voice in most of the decisions that impact their work.

*NOTE: Survey Data indicates a greater percentage of in-person teachers feel supported as a professional than virtual teachers.*

  - The principal solicits teacher feedback, often through her instructional leaders, to inform decisions that directly impact them.  
(See also (b) Strategic approach directly below)

**Principal**

- (a) Investment of others:
  - Interviews and survey data indicated the following mindsets held by a significant minority of teachers:
    - They would like to have more of a voice in the decisions that directly impact their work.
    - They are not fully comfortable approaching school leadership about their concerns.

Based on the interviews, it is clear that these mindsets stem from numerous changes that SLLIS leadership approved and implemented this year. School leaders may want to spend a little time reflecting on the following:

  - Content of Change: To what extent and among which staff members did these mindsets develop because they are more loyal to past conceptions of the school and uncomfortable with the school's change in direction?
  - Process of Change: To what extent and among which staff did these mindsets develop because they struggled with how leadership implemented the changes?

The staff interviews uncovered both of these factors. Though related, they are distinct from each other and will require slightly different responses/approaches.

  - For Content of Change, what will it take to nurture and build understanding, commitment and support for the new direction? For some staff, school leadership may need to reflect on whether or not teaching at SLLIS is the right fit.
  - For Process of Change, what will it take to implement changes in a way that inspires ownership of the change, strengthens collaboration and teamwork, and builds morale? Consider how to structure planning processes such that staff are significantly engaged in identifying, defining and solving problems that directly impact them, fostering a mindset that:
    - Their input matters

- (b) Strategic approach towards student achievement:
  - The principal prioritized strengthening the capacity of her instructional leaders so that in turn, they can build capacity within teachers.
  - The school leadership team instituted lesson plan reviews and regular observations with feedback. Staff interviews indicate that
    - The leadership team's changes this year were based on valid data and strong ideas.
    - Lesson plan reviews and classroom observations with feedback have improved their teaching skills.
  - SLLIS has prioritized strengthening student ELA and math skills. Teachers believe the programs in these subject areas are strong.
  - SLLIS has prioritized building teacher capacity related to instructional skills in ELA, math and the dual-language model.
  - Staff interviews indicated that SLLIS is providing more support than ever for students that have social-emotional issues.
- (d) Culture building:
  - The principal has prioritized developing and strengthening culturally responsive teaching and learning among staff.

**Discipline**

- The principal and her leadership team, including the student support team, significantly improved behavior in the building. The number of negative behavior incidents declined. Comparison of suspension and expulsion data from SY20 and SY21 strongly supports this finding.

**Operations/HR/Facilities**

- All stakeholder interviews indicate SLLIS's building and location is a significant asset.
- Many operation tasks have simplified due to consolidating to one building.

- They have an essential decision-making role at SLLIS.

Once embedded, these processes will strengthen teacher ownership and support for solutions that the leadership team ultimately approves.

- (b) Strategic approach towards student achievement:
  - Regarding leadership decisions that required changes to planning and instructional practice, interviews and survey data indicated some of these changes were implemented without enough teacher input or clearly communicated rationales.
    - For example, when leadership changed the lesson plan template after the school year started, some teachers had to revise plans they already completed using the old template.

**Discipline**

- Student interviews indicated that some believe there are still too many behavior disruptions throughout the day.
- Teacher interviews indicated that some do not feel enough support with reducing behavior issues that interrupt instructional time.
  - A few teachers feel that consequences for behavior issues are inconsistent and often not handled in a timely manner.

**Operations/HR/Facilities**

- **COVID Related:**
  - The February Staff survey indicates slightly less than half of staff are neutral or disagree with the statement that SLLIS's systems for health and safety have been thorough and effective.



- DESE expressed no concerns around Federal Programs compliance.
- HR offers three tiers of health benefits for staff.
- All MOSIS deadlines were efficiently met and completed.
- The operations staff feel supported by administration.
  - Interviews indicated they have a voice in decisions that impact their work.
- There are no attendance tracking concerns.
- There are no issues with the procedure used for monitoring background checks.
- SLLIS requires proper certification in place for all instructional staff.
- School staff took de-escalation training.

#### **Teacher Evaluation, Mentoring and Professional Development**

- SLLIS formally evaluates all staff members following a continuous growth model.
  - Most teacher interviews indicate they are satisfied with the evaluation process.
- SLLIS assigns new teachers to a mentor
- The coaching plan includes observations and feedback, grade-level meetings, PLCs, and analysis of student data.
- Most teacher interviews indicate they are satisfied with the PD opportunities they had.

They appreciated the deep dives into iReady, Benchmarks and the Gomez model (*But refer to a related comment in the right-hand column*)

#### **Teacher Evaluation, Mentoring and Professional Development**

- SLLIS's teacher evaluation plan provides observation rubrics, standards and indicators, but there is no table or narrative describing the actual process.
- A few middle school teacher interviews indicate PD is focused more on elementary school concerns and is not as useful for them.
- The principal identified a need to address a disconnect between some teachers' cultural backgrounds and those of the students they serve. Teachers need more training to address this.
- The mentor program is in a rudimentary stage. Leadership should consider how to continue to improve the program to support new staff.
- Teacher interviews and survey data indicated they needed more timely training on iReady and Benchmarks. They didn't occur until about six weeks into the school year. They also need more training on utilizing online components of these programs.
- Teacher interviews indicate they would like more PD on:
  - Restorative justice
  - DEI team training
  - Reducing inequality in the classroom and schoolwide.
- Target language teachers indicate the need for PD on language instruction – focusing less on rote memorization and more on analyzing text in stories to develop vocabulary, grammar and syntax.

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.	<b>Required Documents:</b> <ul style="list-style-type: none"> <li>• <b>Schoolwide Curriculum Scope and Sequence</b></li> </ul>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Classroom observations – including SPED and Title 1 programs</li> <li>• Student and staff interviews</li> <li>• Sample unit and lesson plans</li> <li>• Student work</li> <li>•</li> </ul>
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	<b>Required Documents:</b> <ul style="list-style-type: none"> <li>• Same as above</li> </ul>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Same as above</li> <li>• MSIP-5 student achievement, attendance and retention data</li> </ul>
<b>COVID-19 RELATED</b>		
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"> <li>a) The remote learning experience is both rigorous and engaging</li> </ul>	<b>Documents</b> <ul style="list-style-type: none"> <li>• <b>Internal assessment data</b></li> <li>• <b>Staff surveys</b></li> <li>• <b>Parent surveys</b></li> </ul>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• School leader interview</li> <li>• Staff interviews</li> <li>• Student interviews</li> </ul>

	iv. Adjusts the instructional delivery model to ensure that all students have equal access to rigorous education programming.	<ul style="list-style-type: none"> <li>• Online observations of synchronous classrooms.</li> </ul>
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Element IV: Curriculum, Instruction and Assessment	
Areas of Strength	Areas for Growth
<p><b>Documented Curriculum</b></p> <ul style="list-style-type: none"> <li>• SLLIS is fully aware that it needs to develop a documented scope and sequence for all core subjects and has begun the process.             <ul style="list-style-type: none"> <li>○ SLLIS is beginning to lay a foundation for standards for science, social studies and all three languages, and has fleshed out outline scope and sequence in several of these areas.</li> </ul> </li> </ul>	<p><b>Documented Curriculum</b></p> <ul style="list-style-type: none"> <li>• <b>COVID Related:</b> SLLIS had a plan in place to further enhance the science, social studies and language arts curriculum this year; but given the situation with the pandemic, school leaders altered the timeline.             <ul style="list-style-type: none"> <li>○ Board and school leader interviews indicated strong agreement on the importance of reaching the goal of a fully documented curriculum. That stated, there is disagreement on the timeline for reaching the goal. The timeline alterations due to COVID cited above understandably frustrated the board, but it should keep in mind that even under the best of circumstances, developing a strong documented curriculum is a multi-year process that must include teacher engagement and involvement. On the other hand, when SLLIS curriculum leaders revisit the plan, they should consider how to fully utilize and possibly increase current capacity to accelerate development to make up for this year's hiatus.</li> </ul> </li> <li>• SLLIS should keep in mind that even though the school uses good commercial programs in ELA and math, these aren't substitutes for a documented scope and sequence. It helps that the programs provide units tied to standards, but so much more needs to be done to ensure that both current and new teaching staff have a strong framework upon which to build aligned subject-area curriculum both within and across grade levels.</li> <li>• Teacher interviews indicate they need more resources for small group instruction in reading and math.</li> <li>• Teachers do not yet have a clearly defined science curriculum and are lacking the supplies needed to conduct any hands-on science activities across most strands.             <ul style="list-style-type: none"> <li>○ Knowing that SLLIS has begun to develop its science and social studies scopes and sequences, keep in mind that these two disciplines lend themselves to inquiry and problem-based learning and can support the ELA and language curricula.</li> </ul> </li> </ul>

- (a) Curriculum alignment to vision and philosophy:
  - Classroom observations of lessons indicate a strong emphasis on building student reading and math proficiency.
    - In reading, SLLIS implemented the SIPPS program as a Tier 1 strategy to address grade-level reading gaps and proactively teach phonics.
  - SLLIS monitors teachers for utilizing the Gomez and Gomez model with fidelity.
  - SLLIS has been investing in texts and consumables for language instruction.
  - Teachers believe the language immersion hybrid model has helped resolve some of the issues encountered with full language immersion.
  
- (b) Challenging, engaging and coherent:
  - Classroom observations indicated:
    - That most students, especially those in person, were on task and engaged. They actively participated when prompted.
    - In several classrooms, teachers provided students with opportunities to share thinking/learning with other students.
  - Virtual teacher interviews indicate confidence that many virtual students are growing academically. The teachers cite formal standardized test outcomes and their own daily and weekly formative assessment outcomes as evidence.
  - Teacher interviews indicate satisfaction with the quality and rigor of the ELA and math curricula.

- Meanwhile, staff interviews indicate frustration over searching for curriculum and supplemental resources for these subject areas. They find it very time-consuming.
  
- (a) Curriculum alignment to vision and philosophy:
  - Though the school's core identity is language immersion, SLLIS should continue to prioritize meeting the challenge of too many students who struggle to read in English..
  - **COVID Related:** Instructional and scheduling adjustments due to the pandemic - along with SLLIS's priority to raise student achievement in reading and math - have significantly reduced instructional time on the target language. One teacher stated: "It feels more like an elective."
    - Maintaining fidelity to the Gomez and Gomez model has been very challenging to do.
  - Related to the lack of scopes and sequences, students are not getting enough science and social studies. Exploring content in these subject areas, if planned well, can enhance language and math learning.
  
- (b) Challenging, engaging and coherent:
  - **COVID Related:** Virtual teacher and school leader interviews revealed concerns about virtual learning. Consistent attendance and engagement are a challenge for some virtual students, and though teachers are putting forth their best efforts, these students are falling further behind in terms of growth compared to SLLIS's in-person students.
    - Assuming that SLLIS has set norms for online engagement (camera on, aimed at student's face, student sitting upright and so on), it is challenging for 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. Virtual teacher interviews cite this concern as well.
    - Virtual teacher interviews indicate that they have one to two students (and in a few cases, more) whom they rarely if ever see.

Almost all stakeholders agreed that in-person learning was more effective in terms of student engagement and learning.
  - The math curriculum is difficult for some students because it is reliant on reading fluency.

<ul style="list-style-type: none"><li>• Student Assessment Plan<ul style="list-style-type: none"><li>○ SLLIS has put together a schoolwide assessment plan that:<ul style="list-style-type: none"><li>▪ Tracks student growth in ELA and math throughout the year – setting formal administrations of nationally normed assessments in Fall, Winter and Spring.</li><li>▪ Utilizes the AAPPL and Gomez writing assessment to track student proficiency in the target language.</li><li>▪ Provides data to inform teacher planning to address learning gaps at the individual student level.</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>○ Middle school students would like more options when selecting electives.</li><li>○ Teacher interviews indicate that though SLLIS is now housed in one building, there are very few efforts to forge connections between the three language programs.</li></ul>
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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.	<b>Required Documents:</b>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Onsite observations</li> <li>• Parent surveys and interviews</li> <li>• Student surveys and interviews</li> <li>• Staff surveys interviews</li> <li>• Student support staff interviews (Counselors, nurses, social workers, School Psychologists)</li> <li>• Parent complaint/grievance records</li> <li>• Discipline, suspension and/or expulsion data</li> </ul>
<b>COVID-19 RELATED</b>		
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.	<b>Documents</b> <ul style="list-style-type: none"> <li>• <b>AMI, AMI-X and reopening plans</b></li> </ul>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• School leader interview</li> <li>• Parent surveys and interviews</li> <li>• Student surveys and interviews</li> <li>• Staff surveys interviews</li> <li>• Student support staff interviews (Counselors, nurses, social workers, School Psychologists)</li> </ul>

Element V: Culture of Achievement	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• Classroom observations and teacher interviews indicate student focus on learning has increased and behavior distractions have significantly declined.</li> <li>• Staff and school leader interviews indicate that especially in the younger grades, students are supporting and nurturing each other.</li> <li>• Student interviews indicated:</li> </ul>	<ul style="list-style-type: none"> <li>• <b>COVID Related:</b> <ul style="list-style-type: none"> <li>○ Though they acknowledge that their classrooms are large, a few teacher interviews indicated concern regarding their safety in the classroom during in-person instruction.               <ul style="list-style-type: none"> <li>▪ It has been challenging for them to maintain the six-foot social distancing guidelines among their students and between students and themselves.</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"><li>○ Approval of the teacher-student relationships that SLLIS fosters.</li><li>○ They feel safe at school, especially with the police headquarters across the street.</li><li>○ They feel that all students are treated fairly.</li><li>● <b>COVID Related</b><ul style="list-style-type: none"><li>○ Parent surveys indicated very strong belief that the students are safe learning on campus and that in-school learning has been successful.</li></ul></li></ul>	<ul style="list-style-type: none"><li>▪ They struggle at times to ensure students keep their masks on properly.</li><li>▪ They expressed concerns about sanitation and would like more thorough room-cleaning.</li><li>○ Most stakeholder interviews acknowledged that isolation necessitated by pandemic-related adjustments has taken a toll on SLLIS's sense of community and multicultural feel. There's much less collaboration and sharing of cultural experiences across the three language programs.</li></ul>
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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.	<b>Required Documents:</b>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>Teacher and student surveys and interviews</li> <li>Classroom observations</li> </ul>
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.	<b>Required Documents:</b>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>Teacher surveys and interviews</li> <li>Classroom observations</li> <li>Student and parent surveys and interviews</li> <li>Course scope and sequence, unit and lesson plans</li> </ul>
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"> <li>a) Are tightly aligned to course learning objectives and desired student outcomes.</li> <li>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.</li> <li>c) Engage students with thought-provoking and ambiguous texts/materials that challenge their thinking and feelings.</li> <li>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.</li> <li>e) Use writing to communicate their reflections and understandings</li> <li>f) Incorporate a variety of teaching methods that meet the needs of diverse student learning styles</li> </ul>	<b>Required Documents:</b>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>School leader/Curriculum leader interview</li> <li>Teacher surveys and interviews</li> <li>Classroom observations</li> <li>Course scope and sequence, unit and lesson plans</li> <li>Assessment plans/performance tracking systems</li> <li>Student performance data (including state, formative and internal benchmark assessments)</li> </ul>



<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><b>Required Documents:</b></p> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>School leader/Curriculum leader interviews</li> <li>Teacher interviews</li> <li>Classroom observations</li> </ul>
<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><b>Required Documents:</b></p> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>School leader/Curriculum leader interviews</li> <li>Classroom observations</li> <li>Teacher surveys</li> <li>Course scope and sequence, unit and lesson plans</li> <li>Assessment plans/performance tracking systems</li> <li>Student performance data (including state, formative and internal benchmark assessments)</li> </ul>
<p><b>COVID-19 RELATED</b></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><b>Documents</b></p> <ul style="list-style-type: none"> <li><a href="#">Staff PD Plan</a></li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>School leader interview</li> <li>Staff surveys and interviews</li> </ul>

<p><b>Element VI: Teachers</b></p>	
<p><b>Areas of Strength</b></p>	<p><b>Areas for Growth</b></p>
<ul style="list-style-type: none"> <li>(a) Belief in the vision: <ul style="list-style-type: none"> <li>All stakeholder interviews indicated that the teaching staff is extremely dedicated and hard working. They care about their students.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>(a) Belief in the vision: <ul style="list-style-type: none"> <li>As indicated above in <i>Element III: School Leadership and Operations</i>, some teachers are not in synch with changes to SLLIS's academic program.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Staff diversity fosters a wide range of teaching styles and approaches unseen in most traditional schools in the US.</li> <li>○ <b>COVID Related:</b> Though understandably anxious about coming back into the building, teachers got more comfortable with the hybrid model and worked extremely hard to make it successful.</li> <li>• (b) Student investment:       <ul style="list-style-type: none"> <li>○ Students report that they like their teachers</li> <li>○ Parents have easy access to regular teacher communication through email and text messaging.</li> </ul> </li> <li>• (d) Instructional practice:       <ul style="list-style-type: none"> <li>○ <b>COVID Related:</b> Teachers have made significant and effective adjustments to instructional practice in response to the pandemic – both in-person and online.</li> <li>○ Teachers reach out to parents in a variety of ways and report positive behavior and progress in balance with the negative.</li> <li>○ Teachers collaborate on academics and student support, especially at grade levels.</li> </ul> </li> <li>• (e) Student progress-tracking:       <ul style="list-style-type: none"> <li>○ Teacher and school leader interviews indicate that teachers: are growing in their ability to utilize a variety of assessments (formal and informal) to track progress, differentiate learning goals, and offer targeted intervention approaches to meet students where they are.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (c) Curriculum development and implementation:       <ul style="list-style-type: none"> <li>○ Continue to work with teachers to increase planning skills such that students are engaged in higher-order thinking and problem solving.</li> </ul> </li> <li>• (d) Instructional practice:       <ul style="list-style-type: none"> <li>○ Continue to work with teachers to increase instructional delivery skills – especially questioning – to increase student engagement in higher order thinking and problem solving.           <ul style="list-style-type: none"> <li>▪ Related to this, students indicated they would like more challenging activities for those students who are capable of taking them on.</li> </ul> </li> </ul> </li> </ul>
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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	<b>Documents</b>  <b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Parent interviews</li> <li>• Parent and community communication/involvement plan</li> <li>• Data on parent and community participation in school events</li> <li>• Parent-teacher contact data</li> <li>• Newsletters and other communications</li> <li>• Parent survey data</li> <li>• Board meeting agendas, notices, minutes and supporting documentation</li> </ul>
	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	
<b>COVID-19 RELATED</b>		
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.	<b>Documents</b> <ul style="list-style-type: none"> <li>• School leader board reports</li> </ul>
	ii. Provides frequent opportunities for families to give feedback.	
iii. Ensures that all families have access to the school's distant learning platforms.	<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Parent surveys and interviews</li> <li>• School leader interviews</li> </ul>	

Element VII: Parents and Community	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> <li>• (a) Parent and community engagement:               <ul style="list-style-type: none"> <li>○ <b>COVID Related:</b> Teacher interviews indicate that due, in part, to the pandemic, overall communication with parents and families has increased and improved.</li> <li>○ Teachers communicate via emails, calls and texts.</li> <li>○ Teacher interviews indicate that many parents track their child's progress because they have been given access to their child's academic records.</li> </ul> </li> <li>• (b) Input from stakeholders:               <ul style="list-style-type: none"> <li>○ <b>COVID Related:</b> Beginning summer, 2020, SLLIS frequently surveys parents to inform COVID related decisions.</li> <li>○ Parent surveys indicated that almost 80% agree or strongly agree that communication with the school is good.</li> <li>○ SLLIS conducted several community engagement exercises to get feedback from all stakeholders. This included small-group parent and student meetings.</li> <li>○ Parents can complete a brief "Parent Pick Up Survey" and participation has gone well.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• (a) Parent and community engagement:               <ul style="list-style-type: none"> <li>○ Several teacher interviews indicate the 10 phone-call mandate is too rigid. Teachers should have flexibility concerning how they target communication with parents.</li> <li>○ The principal identified a need to increase involvement from parents who typically are not involved in the school's academic program and culture.</li> </ul> </li> </ul>

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"> <li>a) Plan appropriate programs for students both individually and collectively.</li> <li>b) Monitor student performance and provide appropriate interventions in cooperation with all stakeholders for student success.</li> </ul> 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	<b>Required Documents:</b> <ul style="list-style-type: none"> <li>• <a href="#">SPED Compliance Plans (IDEA &amp; 504)</a></li> <li>• <a href="#">ELL Intervention Policy</a></li> <li>• <a href="#">Title I Needs Assessment and Plan</a></li> </ul>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Student support team interviews</li> <li>• School leader interviews</li> </ul>
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.	<b>Required Documents:</b>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Student support team interviews</li> <li>• School leader interviews</li> <li>• Staff, student and parent surveys</li> </ul>
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.	<b>Required Documents:</b> <ul style="list-style-type: none"> <li>•</li> </ul>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Student support team interviews</li> <li>• School leader interviews</li> <li>• DESE CAPs</li> <li>• Staff, student and parent surveys</li> </ul>
d. Develops and implements policies and procedures to ensure that all children who qualify as homeless receive all necessary	i. Develops and implements a plan that's in compliance with state and federal guidelines that ensures homeless students have an equal opportunity to a public education.	<b>Required Documents:</b> <ul style="list-style-type: none"> <li>• <a href="#">Homeless Student Policy</a></li> </ul>
		<b>Other Evidence</b> <ul style="list-style-type: none"> <li>• Student support team interviews</li> </ul>

services and support to meet their specific needs.		<ul style="list-style-type: none"> <li>• School leader interviews</li> <li>• DESE compliance reports</li> <li>• Staff, student and parent surveys</li> </ul>
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.	<p><b>Required Documents:</b></p> <ul style="list-style-type: none"> <li>• <b>ELL Intervention Plan</b></li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• Student support team interviews</li> <li>• School leader interviews</li> <li>• DESE compliance reports</li> <li>• Staff, student and parent surveys</li> </ul>
<b>COVID-19 RELATED</b>		
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.	<p><b>Documents</b></p> <ul style="list-style-type: none"> <li>• <b>Reopening Plans</b></li> </ul> <p><b>Other Evidence</b></p> <ul style="list-style-type: none"> <li>• School leader interviews</li> <li>• Staff interviews</li> <li>• Staff, student and parent surveys</li> </ul>

<b>Element VIII: Student Support System</b>	
<b>Areas of Strength</b>	<b>Areas for Growth</b>
<ul style="list-style-type: none"> <li>Teacher interviews indicate that the student-support staff have strengthened support of students with special needs compared to previous years.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher interviews indicate that the student-support staff have strengthened support of students with special needs compared to previous years.</li> </ul>
<b>Dr. Thurma DeLoach's Review</b>	
<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>A new principal, assistant principal and instructional coach were hired for the 2020-21 school year. This team had to immediately address significant challenges specific to when and how to safely open the SLLIS campus with the Covid pandemic continuing to be a threat to student and staff safety. Under the leadership and vision of Dr. Hill, this team came together with a clear plan for opening school safely in August for some students and charting a clear focus on effective classroom instruction. Key components included: <ul style="list-style-type: none"> <li>Expectations for classroom universals to be incorporated into all classrooms (e.g. classroom routines and schedules posted, use of attention signals, daily lesson plans, exit ticket) were refreshed with staff. These expectations were monitored through routine classroom observations and coaching.</li> <li>Tier 2 intervention in the general education classroom is expected; the instructional coach supports teachers in meeting this expectation.</li> </ul> </li> <li>Consistency of leadership is one of the most significant factors in building and maintaining compliant and appropriate special education and other student support services. Last year's special education director returned for the 2020-21 SY on a half-time basis. This consistency of leadership has helped ensure that special education and federal program compliance requirements are met. She has maintained strong collaborative relationships with and among her team and other staff at SLLIS. Special education no longer functions as a siloed system but as a support system across all of SLLIS. All of the student support and special education staff plan to continue at SLLIs for the 2021-22 SY. The commitment of the staff to continue at SLLIS is a testament to the leadership within the school.</li> <li>The special education/federal programs director adopted or wrote operational policies and procedures for key functions. These systems are used by the SLLIS team to monitor their own compliance with required procedures. Written procedures and policies help ensure that systems do not break down when leadership and staff changes occur.</li> </ul>	<p><b>Leadership</b></p> <ul style="list-style-type: none"> <li>The special education/federal programs director will continue on a parttime basis for the 2021-22 SY. Although SLLIS will eventually need to consider hiring a full-time person in this role, consistency of special education and student support leadership for another year will help SLLIS solidify its procedures and compliance in special education and federal programs. On-going collaboration among the administrative leads is vital for development of responsive student support systems. Consider the following: <ul style="list-style-type: none"> <li>Protected time for administrative collaboration specific to student support services should be regularly scheduled between the principal, assistant principal and special education director.</li> <li>The administrative team should be trained on key compliance requirements for special education, homeless, ELL, Section 504, dyslexia. This team must work together to ensure that the compliance issues that have plagued SLLIS in prior years do not re-occur.</li> <li>A "go to" administrator should be designated for staff consults on days when the part time director is not on campus.</li> </ul> </li> </ul>

- Student support services policies are posted on the SLLIS website available for public access—including Special Education Child Find, ESEA policies, Homeless (McKinney-Vento), ELL (Lau Plan).
- The special education and ELL staff meet with the director weekly. Staff report this regular collaboration time unites them as a department. They work together to create efficiencies in how students are scheduled for services—e.g., teachers may share some students for instruction.
- SLLIS's Executive Director, principal, and assistant principal all expressed confidence in the leadership provided by the special education/federal programs director and view her as the *go to* person for state and federal compliance.
- The administrative team exudes an *esprit de corps* this year, more so than observed in other years by this reviewer. This is welcome shift for the SLLIS culture and community

#### **Covid Safety Procedures and School Health Services**

- SLLIS leadership used the summer break to develop procedures for safely re-opening the SLLIS campus in August 2020. Frequent consultation with infectious disease physicians (Dr. Newland etc.) at Children's Hospital was a key strategy. Decisions were based on current science and data about how to safely bring children into schools and included a very thorough plan for social distancing, masks, daily symptom checks, cleaning, and monitoring. This plan provided a clear blueprint and detailed checklist for re-opening which is still implemented. Staff and community were kept informed and provided input into the planning.
- A full-time nurse started in July through partnership with Children's Hospital Healthy Kids Healthy Minds. This person had been the part time nurse at SLLIS prior to the partnership and was already very aware of the SLLIS community. She was included in all aspects of the Covid safety planning and has been vital to the consistent implementation and monitoring of the plan.
  - The Covid algorithm provided by Children's Hospital is used to make decisions about symptoms and needed follow up.
  - The nurse provides daily screening of symptoms in all classrooms, makes the decisions as to when a student needs to go home, conducts all contact-tracing and reports to the St. Louis City Department of Health.
  - Parents report student absences to the teacher who then notifies the nurse. The nurse contacts parents for additional

#### **Covid Safety Procedures and School Health Services**

- Interviews indicated that students with chronic medical conditions do not have individual health plans. Consider the following:
  - Prior to the start of the new school year, students with chronic health conditions that require management at school (e.g., asthma, diabetes, allergies) should be identified and individual health plans developed. Crystal Nelson, the supervisor from Children's Hospital, is available to provide needed training, health plan templates, and oversight for these plans.
- Classroom lessons related to health, personal safety, puberty and hygiene are typically provided by the SLLIS social worker. Health education is part of the routine role of a school nurse.
  - The social worker and school nurse might consider co-teaching in these classroom lessons.
- Routine screening of enrollment documents to ensure that all children have access to health insurance should be conducted. This information should be available to the school nurse. Families without health insurance should be assisted in applying for Medicaid for eligible children.



information and provides direction on staying home, seeing a doctor, or getting tested for Covid.

- The nurse also works with human resources when a staff member reports symptoms—advising on why the staff member needs to stay home and when they are able to return to school safely.
- Teaching staff, students, and parents about Covid safety is a high priority for the nurse. She believes that when people understand why things need to be a set way, they are willing to do what is necessary. She views herself as the health advisor for staff, parents, and students—providing the science behind what they are feeling and what they need to do.
- Vision, hearing, and dental screenings were not provided on campus this year due to Covid restrictions. Flu shots were provided on site. Medications were not administered on campus as those students with scheduled medications were all virtual. Routine screenings and medication support are planned for the 2021-22 SY.
- The nurse reported several specific benefits from the partnership with Children’s Hospital:
  - “In the moment” clinical support and training from her Children’s Hospital supervisor—who is an experienced school nurse
  - Access to other Children’s Hospital health workers including social workers, therapists, and physicians
  - All health room supplies and equipment—including a lap top computer and Microsoft applications-- are readily provided by Children’s Hospital
  - A cadre of other school nurses who meet monthly to discuss common issues, train, and provide general support—especially important given the stress of maintaining Covid safety in schools.
- Instructional staff reported that the full-time school nurse is the primary reason SLLIS was able to open campus in August and for everyone to feel safe on campus. She is sited as the person who keeps the system working—by keeping everyone well informed on what is necessary, monitoring covid compliance, and staying connected to staff and families when they need to stay home. She is highly visible in the school—walks through classrooms daily.
- The nurse reported strong support from all members of the SLLIS leadership team and Children’s Hospital.

#### **Dyslexia Screening & Intervention Support**

- As SLLIS continues to finetune its process for dyslexia screening and intervention support in literacy, the following suggestions are offered:

### Dyslexia Screening & Intervention Support

- Starting in August of 2019, All Missouri public schools were required to annually screen students for potential reading challenges related to dyslexia. A screening plan was developed for the of 2020-21 SY. The school psychologist was responsible for the developing the screening schedule.
    - Aimsweb Plus was used as the primary tool for dyslexia screening.
    - English Language Arts teachers were trained to do the Aimsweb screenings for their own students with support from the school psychologist and instructional coach.
    - In the fall, most of the grade 1-8 screenings were conducted virtually. Students who were attending SLLIS on campus during the fall or winter were screened in person.
  - The instructional coach organized the screening data and met with grade level ELA teachers during Professional Learning Community (PLC) meetings to review the screening data. IReady data was also used as a second source of data.
    - Teachers reported that this process was useful in helping them quickly know which students struggled the most in reading skills and what literacy skills needed to be targeted for small group or intensified instruction in the classroom.
    - Teachers also reported that conducting the screening on their own students helped them better understand the process and the rationale for the screening procedures and improved their classroom instructional practices
  - Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) was purchased as a classroom tier 2 intervention for the primary grades (K-3).
    - The instructional coach trained the teachers and modeled this intervention; implementation started after winter break.
    - Specific goals were set for growth in the spring screening.
    - This third screening cycle will help the school evaluate the effectiveness of SIPPS as a classroom tier 2 intervention.
  - Parents were notified of the dyslexia screening results by letter. Screening results were also shared during parent teacher conferences.
    - Teachers reported the screening data was useful in helping parents better understand their child's needs.
  - SLLIS met the requirement that all teachers annually participate in 2 hours of dyslexia training. The instructional coach conducted the PD and also meets regularly with teachers to discuss screening data and intervention.
- Information about required dyslexia screening, screening dates, and how the results are used to help identified students could be included in the parent handbook.
  - Consideration should be given to creating an intervention block within the daily schedule for each grade level (e.g.—20 to 30 minutes).
  - Benchmark Advance provides targeted intervention resources which align with Benchmark literacy lessons. Consider using this resource for targeted small intervention groups in the classroom.
  - Difficulties with phonemic awareness and phonics are the primary causes of reading difficulty in developing readers. Every primary teacher should be implementing SIPPS as the evidence- based phonemic awareness program selected by SLLIS for this purpose.
    - On-going fidelity checks as well as monitoring of student growth in targeted skills should be incorporated into the follow up work between screening cycles.
    - Upper grades should provide targeted phonemic and phonics intervention to students identified with gaps in these skills.
      - Phonics for Reading developed by Dr. Anita Archer for intermediate grades has recently been published by Curriculum Associates. This could be an effective, evidence-based resource for supplemental work on phonics in 3<sup>rd</sup> to 8<sup>th</sup> grade.
  - Aimsweb Plus is a robust screening and intervention/monitoring tool. It could be more fully utilized by intervention and grade level teams in planning interventions and monitoring student progress throughout the school year.
- The SLLIS principal shared that her involvement in the dyslexia screening process and review of data was limited this year due to the many competing priorities placed on a new principal. She reported that the instructional coach did keep her informed as to what was occurring. She plans to increase her awareness moving into next year.
    - A “cliff notes” overview of the dyslexia screening requirements in Missouri state law and DESE guidelines for meeting this requirement could provide the essential information for the principal to be knowledgeable of what is required and how SLLIS is meeting these requirements.

- The instructional coach and 4 primary classroom teachers are participating in the *Literacy Essentials for Teachers of Reading and Spelling* (LETRS) training in this spring 2021. LETRS is identified/promoted by DESE as a research-based, high quality professional development resource. SLLIS's investment in a cadre of teachers to participate together in this high-quality professional development in the teaching of reading is to be commended. The instructional coach will be a vital support person for ensuring these teachers implement this training in their classrooms.
  - LETRS training is offered periodically at a reduced cost through EdPlus. Summer training and LETRS training for intermediate level teachers should be considered as future funding is available.
- SLLIS applied for and received a DESE-sponsored grant for literacy training and support. This grant provides significant professional development and direct consultation support for 5 years. This long-term commitment to developing a strong framework for literacy instruction and teacher expertise offers an exceptional opportunity for growth to SLLIS teachers and students.
- SLLIS met all of the DESE Dyslexia screening and support requirements for the 2020-21 SY. All recommendations for improvement in the dyslexia screening process from the 2019-20 review have been implemented this year—despite the challenges of school closures and Covid restrictions. The SLLIS leadership team, school psychologist, instructional coach, and classroom teachers are to be commended for this exceptional effort.

### **Social Emotional Behavioral (SEB) Supports**

- With the closing of campus, pivot to virtual instruction in the spring of 2020 and onboarding of a new leadership team (principal, assistant principal, instructional coach), much of the work to establish Tier 2 & 3 SEB supports and restorative practices was put on hold. However, with the return to in-person learning, these supports and practices are slowly being re-established.
  - Staff report that behavioral disruptions in classrooms and hallways have been infrequent. This is a notable change from prior years in which students were frequently sent out of the classroom for disruptive behaviors. Some of this is due to the reduced number of students on campus, social distancing and masks on campus. Some students who struggled with self-regulation in prior years are still attending virtually.
- The Student Success Plan (SSP) was launched in the fall of 2019. The SSP focuses on prevention and intervention using trauma-

- Interviews indicated that middle school screening results were incomplete and may not provide an accurate picture of students' reading needs.
- Push in or pull-out literacy interventions for students with reading challenges are currently not available (outside of IEP driven instruction for students with disabilities). Consider the following:
  - As funding becomes available, a literacy specialist could provide literacy intervention for those students who need intensive literacy intervention.
    - CARES funding targeting achievement gaps due to pandemic issues could be a source of funding for this role over the next 2 school years.
  - The schedule for literacy instruction in L1 and L2 needs to be reviewed to ensure that adequate time is built into the schedule for Tier 1 instruction as well as time for intervention.

### **Social-Emotional-Behavioral Support**

- Student needs in the area of social-emotional-behavior have historically been a significant concern at SLLIS. The Student Success Plan was developed (summer 2019) to provide a framework and identify key practices to address these concerns. This plan identified trauma-informed practices, Positive Behavior Intervention Supports (PBIS), Student Success Centers and Student Success Teams as primary tools for connecting students with SEB supports and intervention. With the anticipated full return of students to campus in the fall, the current SLLIS leadership team should review/revise the Student Success Plan and refresh the action plan for the fall. Consider the following:
  - Restoring a 2<sup>nd</sup> SSC should be considered—one for younger and one for older students with age-appropriate sensory-motor and calming interventions and supports. The following recommendations were made in the 2020 spring review—they are repeated here as still appropriate SSC enhancements after this atypical school year.

informed restorative practices, added support & coaching for students with chronic, lower-level behavior issues (Student Success Center) and universal classroom routines to support behavioral learning. This plan provides a strong framework for SEB learning and intervention.

- The current assistant principal is the point person for discipline and behavior intervention. The SLLIS discipline code is organized as a matrix of behaviors to be managed by the teacher in the classroom and behaviors that warrant an office referral. Classroom managed behaviors are linked to appropriate consequences within the classroom—e.g., Think Sheets.
- Out of School Suspension (OSS) is primarily reserved for safety violations.
  - OSS has only been assigned 4 times so far this school year as of this review.
  - The disciplinary mindset at SLLIS has shifted away from strictly punitive methods of discipline to more restorative and instructional practices.
- Student Success Centers (SSC) were created in 2019 to provide short term crisis support and self-regulation intervention/teaching for students with SEB challenges. These centers are staffed by trained instructional assistants (one has an OT background). Only one SSC is operating this year because of the reduced number of students on-campus. A second SSC is planned for the upcoming school year.
  - Students are referred for SSC supports by the Student Success Team and through administration.
  - Current programming includes Zones of Regulation and other sensory motor supports for students who are learning self-regulation strategies. Students also receive assistance with classwork and time to calm down when behaviors are escalating in the classroom.
- The SLLIS social worker is recognized as a reliable and effective support for students, staff, and families. Staff report that she responds quickly when they have questions or need support with a student or family. Her primary responsibilities include implementation of classroom counseling lessons (MO Model Guidance Program), 2<sup>nd</sup> Step SEL program, Section 504 eligibility/support plans, McKinney Vento (Homeless) requirements, Student Success Team, and individual student crisis and small group counseling.
- 2<sup>nd</sup> Step, an evidence-based social-emotional learning (SEL) program, was purchased 3 years ago as the school-wide SEL program for SLLIS. Its implementation has been inconsistent this year. The SLLIS social worker primarily utilized the MO Model Guidance framework for classroom guidance this school year. She plans to incorporate 2<sup>nd</sup>

- Student Success Center staff should be identified as **behavior interventionists** whose responsibilities and skill sets are specific to social-emotional-behavior support.
- A professional development plan for the SSC facilitators as described in the SSP should be implemented as funding and training resources are identified.
- The behavior interventionists should participate in Student Success Team meetings when students are being considered for support through the SSC and should provide input and data when participating students are being reviewed.
- When a student on the SSC case load is referred to the office for disciplinary concerns, the SSC behavior interventionist should be informed and included in determining appropriate follow-up through the SSC.
- The Student Success Plan includes a detailed description of the SSC services, functions, and Tier 2 interventions; however, these details were not shared with the SSC facilitators. As the SSCs re-launch in the fall, the facilitators and the assistant principal should review the current descriptions and make necessary revisions to the plan, including systems for setting student goals, data collection, referral and exiting procedures, protocols for key Tier 2 interventions, etc.
- Continued opportunities to participate in professional development specific to social-emotional-behavioral supports, interventions, and trauma should be offered to the SSC staff.
  - Several other local schools have support centers similar to the SSC. Site visits to share ideas, resources, and systems should be considered.
- During the prior school year, teachers were introduced to *Community Circles* as a universal classroom strategy for building community and including all voices. This restorative practice has not been refreshed in virtual and hybrid classrooms. More teacher training on this and other Restorative Practices is recommended. EdPlus offers several professional trainings in restorative practices at a low cost to area schools.
- Implementation of 2<sup>nd</sup> Step as SLLIS's Tier 1 SEL Program continues to be inconsistent. Implementation expectations should be clarified. As the SLLIS adopted schoolwide SEL program, implementation should not be optional. Consider the following:
  - 2<sup>nd</sup> Step is one of a few evidenced-based SEL programs appropriate for K-8 classrooms. CASEL (Collaborative for Academic, Social, Emotional Learning) was used as its

Step as a SEL resource in concert with the MO Model Guidance framework in the upcoming school year.

framework. When used with fidelity, it takes very little time away from academic instruction. It provides appropriate content for *Community Circles*, is readily embedded throughout the school day and is a strong companion resource to the MO Model Guidance Program.

- Re-launch/refresh of 2<sup>nd</sup> Step should be included in the August start of school workshops. Administrative fidelity checks will support consistent implementation.
- Teachers will be more consistent in teaching 2<sup>nd</sup> Step when they understand its goals and how social-emotional-behavioral competencies, self-regulation and empathy develop in all children.
- SLLIS is in its 5<sup>th</sup> and final year of partnership with BJC Behavioral Health through a Missouri Foundation for Health grant. This was an effective partnership during the first 3 years; however, significant gaps in services have existed for the past 2 years due to BJC's difficulty in hiring appropriate Educational Support Counselors (ESCs) and school closures due to Covid. Consistent, reliable therapeutic intervention has not been available to students. The current Educational Support Counselor started in late October. Students were seen virtually until early March. Significant concerns related to caseload, scheduling and availability on campus were reported. Coordination between SLLIS administration and BJC-BH supervisors was challenging. Consistency and availability improved when the ESC transitioned back on campus.
  - SLLIS has decided not to renew this partnership and is considering adding mental health to its current partnership with Children's Hospital—Healthy Kids Healthy Minds. A customized job description specific to SLLIS needs for mental health and therapeutic services should be developed. Expectations for coordination between SLLIS and HKHMs supervisors should be written. Monthly touch-base meetings would help ensure on-going collaboration and communication.
- The annual professional development calendar should include regular training on relationship building, social emotional competency, resilience, suicide/bullying prevention/intervention, impact of trauma and other environmental factors in young children. (Dr. Melanie Fitzgerald is an exceptional local resource).
- SLLIS has identified as a PBIS -like school for over eight years.
  - An annual review of how PBIS is implemented and its impact on student behavior will help the administrative team determine next steps.
  - Consideration should be given to re-creating the school-wide Tier 1 Universals PBIS team

### **Student Success Team (SST)**

- SLLIS implements a Student Success Team for connecting students with academic and SEB supports and interventions. SST intervention is expected prior to consideration of special education referral. The SST team is facilitated by the assistant principal and routinely includes the social worker, school psychologist, Educational Support Counselor, Speech Language Pathologist and referring classroom teacher.
  - The SST facilitator developed a simple SST referral form that teachers submit electronically. Teacher-generated referrals must include data on interventions already attempted in the classroom. Typically, 6 weeks of data is expected prior to accepting the SST referral.
  - The current SST operates like a *CARE Team*—referral documents from teachers or administrators are reviewed in the team meetings, problem areas are identified and team members suggest supports and interventions that could address the concerns.
  - SST meets virtually every week. Prior cases are reviewed for progress and new referrals are discussed.
  - The current problem-solving process is informal discussion—available data is reviewed (NWEA, Aimsweb, discipline, possible Tier 2 interventions are identified assigned to team members. Documentation of plans is maintained and reviewed in future meetings.
  - Team members report that the team works well together. Members are honest and fair, seeking to support the teacher's growth as well as the students.
- SLLIS is evolving from grade-level team meetings into Professional Learning Communities (PLCs) The instructional coach is helping to lead this transition. Student performance data is reviewed in these meetings and used to connect students with needed classroom-based supports.
  - The PLC is the first level of support for teachers when students experience academic/social-emotional-challenges.
- Classroom teacher report that the current SST process is effective. SST members are more reliable in the follow up than in prior years.

### **Student Success Team (SST)**

- The Student Success Team structure is developing at SLLIS. The concept is solid and teachers understand its purpose and how it functions. Procedures for the referral and problem-solving process, support plans and collection of data need to be practiced, monitored, and evaluated regularly.
- The SST facilitator is creating a data dashboard for easy access to school-wide and individual student data. This is a labor-intensive process. Consider the following:
  - EduClimber is a powerful data collection software program that aligns with Infinite Campus. Consideration of purchasing a tool such as this that could save time and provide useful information to the SST and administrative team.
  - Grade level teams should be used for the first response, tier 1/class-wide academic and social-emotional-behavioral concerns—reserving SST referrals for those students whose needs have not responded to classroom intervention.
    - The school psychologist and special education teachers that support specific grade level should participate in grade level team meetings to assist with data review and small group/grade level intervention planning.
    - Grade level teams could refer students who are not responding to the SST for more individualized support planning.
- A written handbook which documents the SST process including forms, flow charts and available Tier 2 interventions should be created as a Google doc for ready access by all. A visual map of routinely used academic and SEB interventions and data tools should be included to assist teams match students with available interventions (e.g. Check in Check out, Meaningful Work, Short term social skill groups, mentoring, Steps to Advance (literacy), sensory-motor breaks for self-regulation).
- Functional Behavioral Assessment (FBAs) are the foundation for planning behavioral interventions appropriate to the needs of the student. These assessments should be routinely conducted and used to match students with interventions that address the specific function of the behavior.
  - FBA training which includes procedures and how to use FBA data for decisions about functions and intervention should be considered for the SST and special education staff.

Students appear to be benefitting from the supports. SST follow up is monitored by the assistant principal. Several interviewees reported SST to be a SLLIS strength.

- Continued practice and consistency of membership will help this team grow into a full-fledged data-based, goal driven, problem-solving team.
- The SST is the vehicle for school-based referrals for special education evaluations and Student Success Centers.

### **Special Education**

- The special education staff includes 3 special education teachers, speech language pathologist, occupational therapist, and part time director (Special education & Federal Programs). This team is recognized by administrative and teaching staff as a strong, reliable, and effective team. The team meets weekly to discuss student and department needs. They describe themselves as highly collaborative and supportive of each other.
  - Training, coaching, departmental planning is embedded into the scheduled weekly team meetings.
  - ELL teachers are included as members of the special education/student services team.
  - The current special education director intensified administrative monitoring of evaluation reports, compliance timelines, student files, documentation, and IEP services.
- Special education teachers developed Form G plans for the shift to virtual instruction prior to the start of school in August. These plans clarified expectations for priority services, goals, and instructional minutes during school closures and for those families who opted for virtual instruction. Staff reported that this process worked well and was effective in helping them provide manageable virtual instruction to students as well as the flexibility parents needed.
  - Most virtual lessons are provided as 1-1. Special education teachers reported that this format enabled them to provide more intense targeted instruction and strengthen student engagement. Teachers reported that students who participated virtually did not show significant regression on skills. Virtual lessons observed by this reviewer were instructionally sound and maintained student engagement.
  - Teachers reported that students who did not reliably participate in virtual lessons showed significant loss of skills.
  - Students with learning challenges engaged and participated less effectively during virtual whole-class instruction.

### **Special Education**

- Special Education & ELL staff participate in all SLLIS professional development activities. This ensures that they are current on all SLLIS identified priorities. However, special education, ELL and other professional support staff still benefit from professional development targeting their own specific roles. Consider the following:
  - As the professional development plan/calendar is developed each year, the specific needs of special education and student support staff should be considered. Planned activities could include break out time to for these staff to connect this new learning to their specific roles.
  - Role specific PD should be incorporated into the annual PD plan. Development priorities for these staff should be identified within the department with administration and training resources identified. DESE-EdPlus offer numerous PD opportunities for special education and ELL staff.
- Special education staff are interested in building their instructional tool kit to include specific learning strategies, explicit, intensive instruction, and evidence-based math intervention resources.

- Professional development session on Differentiated Instruction was co-facilitated by the instructional coach and a special education teacher. This type of **All Ed** collaboration helps teachers understand special education as a continuum of support that benefits all students—not something separate from classroom instruction.
- SLLIS conducted the DESE Special Education Compliance Self-Assessment in the winter of 2020. Several compliance issues were identified including compliance timelines for evaluations, misalignment of Review of Existing Data and evaluation documents, alignment of IEP present levels, goals and services. Corrective Actions plans were completed and SLLIS received notification that all is now compliant.
- SLLIS, Lafayette Preparatory Academy, and Lift for Life Academy are partnering with South Side Early Childhood Center to provide Pre-Kindergarten to future KG students at each respective charter school. This program is housed on the SLLIS campus. Issues related to evaluation and services for students with disabilities were recognized in the fall. Discussions occurred between the schools and the DESE special education consultant about how to implement Early Childhood Special Education in this partnership. An agreement was made for SLLIS to become the fiscal agent and provider for Early Childhood Special Education evaluations and services for all pre-Kg students. SLLIS utilizes their own special education team and school psychologist to conduct evaluations and provide services. A part time ECSE coordinator will be hired to oversee the operation of ECSE services in 2021-22SY.

#### **English Language Learners (ELL)**

- SLLIS currently identifies 67 students as ELL—approximately 13% of the SLLIS enrollment. Two ELL teachers serve these students—one teacher works with grades Kg-4 and the other focuses on grades 5-8. Services are delivered through pull out and push in models.
- WIDA and ACCESS assessments were completed as required.
- The MS ELL teacher pushes into English and math to support students with content vocabulary, reading and writing structures of English. Middle School teachers reported ELL push in services are effective in helping students learn within their classrooms.
- ELL teachers maintain ELL files on their students which include WIDA and ACCESS and progress data and support plans.
- ELL teachers provided virtual lessons for those students continuing to choose virtual learning for the 2020-21 SY.
- The ELL assessment and services plan (Lau Plan) has been updated for the 2021-22 SY.

#### **English Language Learners (ELL)**

- Professional learning specific to the needs of English Language Learners has not been provided regularly to classroom teachers. Given that 13% of the SLLIS student population is identified as ELL, more intentional planning for ELL professional learning should be incorporated into the annual PD calendar.
- Plans for regular communication and grade level collaboration around ELL needs should be scheduled into grade level team meetings.
- Opportunities for ELL teachers to participate in PD specific to their role as ELL teachers should be made available. DESE and EdPlus offer periodic PD opportunities in the St. Louis area.

#### **General Compliance: Student Support Policies and Procedures**

- Although student support policies are posted on the website and several are included in the parent handbook, they are not organized for ready parent/staff access. Some policies are incomplete and some have prior superintendent names listed.
  - Homeless policy is included in the Section 504 folder.



**General Compliance: Student Support Policies and Procedures**

- Annual Staff Training
  - Dyslexia—2 hours of virtual PD included in opening of school PD
  - De-escalation & Physical Restraint —School social worker conducted a Relationship Building workshop 2/12/21
  - Suicide and Bullying—1/04/21
- Annual Federal Programs (Title 1) parent meeting—date not available at time of the review
- Required polices related to special education and student support are posted on the SLLIS website
  - IDEA Child Find (Federal regulations require this notice be posted in school administrative offices—this reviewer was not able to verify if this notice is currently posted).
  - Section 504
  - MOCAP
  - ESEA policies—Parent Right to Know was available in letter format
  - McKinney Vento Homeless
  - FERPA/HIPPA
  - Suicide and Bullying

**Other Observations**

- Special education and student support services continue to evolve in a positive direction at SLLIS each year. Despite the challenges of providing services during the pandemic and with school closures, the student support department made the necessary shifts and continues to provide strong, compliant services and supports under the leadership of their director. Keep it going!

- Seclusion, Isolation, and Restraint Policy is only partially included in the parent handbook and is not posted on the website. Annual staff training on this is required and the full policy/procedure should be available for review.
- The following ESEA policies are federal requirements and should be easy for parents to find on the website by title.
  - Parents Right to Know
  - Parent Involvement
  - Parental Complaint Policy/procedures
- Collecting Federal policies together under a tab in the parent handbook would make them easier to locate. Page numbers are missing from the parent handbook—which makes it challenging to use the label of contents.