

St. Louis Language Immersion School

2023 Charter Renewal Application

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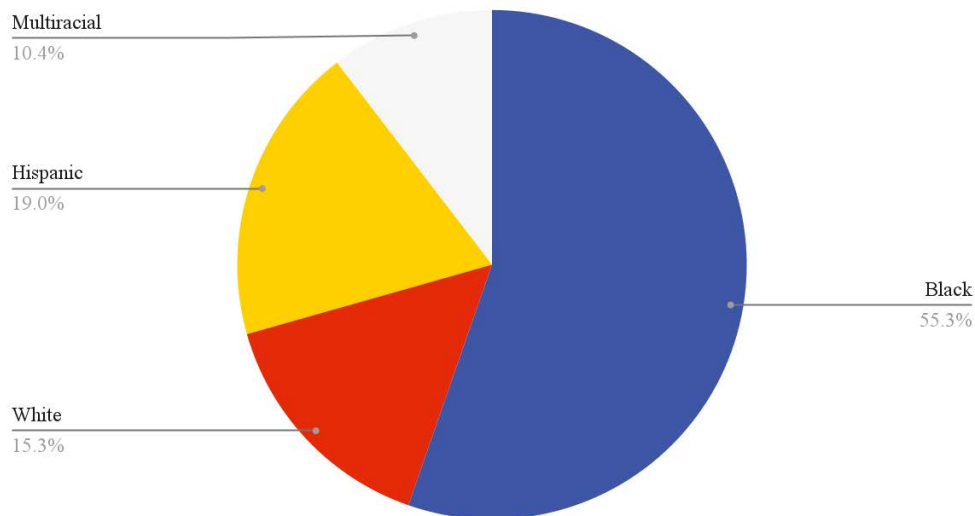
Introduction

Context

The St. Louis Language Immersion School (SLLIS) is a free, public charter school serving students in Pre-Kindergarten through 8th Grade in St. Louis City. SLLIS' mission is to provide a bilingual, culturally responsive, transformational education that enriches the children of St. Louis City. Founded in 2008, SLLIS is a dual language immersion school with programs in French, Spanish, and Chinese. Families and students select their language program upon enrollment. In SLLIS classrooms, 50% of the core content is taught in English, and 50% is taught in the target language (French, Spanish, or Chinese).

Throughout its 14 years in operation, SLLIS has provided language immersion education for hundreds of children across St. Louis City. While many schools may describe themselves as "diverse by design," SLLIS is diverse by nature; diversity has been a part of the organizational DNA since the school was founded. The current student population at SLLIS includes 404 students in Pre-Kindergarten through 8th grade, and 62% of the student population qualifies for Free and Reduced Lunch. The demographic makeup of the SLLIS student body is detailed below.

SLLIS Student Population by Ethnicity, 2022-2023



SLLIS' door is open to any child in St. Louis City. SLLIS aims to put students on the path to academic biliteracy in French, Spanish, or Chinese. With its mission of free, public, dual language immersion education, SLLIS strategically repositions children in St. Louis City for limitless opportunities in the future. For example, a current SLLIS eighth grader, fluent in Mandarin, will continue learning Chinese in high school and college. This will open unique doors as he plans to become an engineer. Another SLLIS graduate is targeting the biotech industry for her career path. The Spanish she studied, beginning in kindergarten at SLLIS, will afford her exponentially more opportunities in her field.

With a truly unique mission focused on three language offerings, SLLIS plays a critical role in the local and state education system. In a global economy, culturally competent, multilingual citizens who make connections across the world are part of any thriving community. SLLIS students are positioned to become these globally connected citizens whose language and cultural awareness skills will ensure that St. Louis and Missouri are positioned for future success.

Highlights, 2018-2023

Since its last charter renewal in December of 2018, SLLIS has made significant progress.

Academics and Student Learning Highlights

SLLIS has promoted significant growth among its students as demonstrated by the MAP test, particularly in English Language Arts. While many schools across the state of Missouri had challenging results in 2021, SLLIS had exceptional growth that year. Missouri uses a Value Added Model to predict student ELA and Math scores from past scores. A growth score of 50 is associated with students' scoring at the level predicted by the Value Added Model. Scores above 50 show better than predicted year over year growth. In 2021, SLLIS' scores for Missouri Value Added Model Growth were 50.2 in Math and 52.5 in English Language Arts. These translate to higher than anticipated growth in both Math and English Language Arts and strong performance across the pandemic.

In 2022-2023, SLLIS saw exceptional growth in Reading on the Star Assessment, which SLLIS gives three times per year. There are two measures of particular interest - Student Growth Percentile (SGP) and Normal Curve Equivalent (NCE). The Student Growth Percentile shows the average student growth compared to students who started at the same achievement level. An SGP of 50 corresponds to average growth. The NCE is

calculated by converting each student's score to a scale which compares their score to all test takers in the United States in the same grade level. An increase in NCE score corresponds to the increase in student achievement being greater than that of the reference population of test takers in the United States.

In May 2023, SLLIS' results for Star Reading show an increase of 6.0 in NCE when compared to Fall 2022 results, which is extremely strong from Fall to Spring. Additionally, SLLIS' Spring 2023 SGP on Star Reading was 59, which is correlated with a very high level of school effectiveness. Overall, SLLIS' performance on Star Reading in 2023 corresponds to a school effectiveness better than 9 out of 10 schools. In Star Math in 2023, SLLIS' performance corresponds to a school effectiveness better than 8 out of 10 schools.

SLLIS was also the recipient of the 2022 PRiME Growth Award, which was granted through the Policy and Research in Missouri Education (PRiME) Center. The PRiME Center is an independent research center housed in the Saint Louis University School of Education whose mission is to provide better evidence on education issues that can support better policies and lead to better outcomes for students and schools in Missouri. The PRiME Center recognized SLLIS for its 2022 PRiME Growth Score, which is a translation of DESE's 2020–21 Missouri Growth Model score, which reflects average annual student growth between the 2016–17 school year and the 2017–18 school year, the 2017–18 school year and the 2018–19 school year, and the 2018–19 school year and the 2020–21 school year. SLLIS was recognized for the following:

- [Top 20 List for Statewide Student Growth](#) in English Language Arts.
- Top 10 list in the "[Beating the Odds](#)" Report, the second in the 2022 series of Growth Reports that examine growth scores on the MAP within the context of the COVID-19 pandemic. In this second report, the top schools are highlighted for "beating the odds" across the state by moving the needle on student learning while serving high concentrations of low-income students.
- Top 10 list in the [Student Growth by Modality of Instruction](#) for top-growth schools holding hybrid instruction in 2020-2021.

SLLIS attributes much of the student growth that has occurred over the past five school years to its Dual Language Model, which the SLLIS Board of Directors approved for implementation starting in the 2018-2019 school year. While SLLIS classrooms were formerly total immersion environments, with the Gomez and Gomez Dual Language Enrichment Model, SLLIS strategically adjusted its instructional offerings such that all students, especially those from at-risk backgrounds, were positioned for success in both English and the target language.

Until 2018, SLLIS was implementing a total immersion model whereby students' learning took place 100% in the target language in Grades K-2. In reviewing year over year data disaggregated by student group, the SLLIS Board and leadership team at the time recognized that students from traditionally disadvantaged backgrounds, especially Black students, Hispanic students, and students with IEPs, were significantly underperforming in reading when compared to their peers. This was likely due in part to the fact that students were not receiving direct English Language Arts or reading instruction in English until 2018.

SLLIS now implements a Dual Language Immersion Model. Under this framework, students learn 50% of their core content in English and 50% in the Target Language. Language Arts are taught in English starting in Pre-Kindergarten. This ensures that all students are receiving foundational instruction in reading in English at SLLIS. Detailed information about the Dual Language Model is included in this application in the [Dual Language Model](#) section.

Over the past several years, SLLIS has also extended learning opportunities beyond its K-8 grade span. In 2020, SLLIS became a founding and active member of the St. Louis Pre-K Cooperative. This group of numerous nonprofits, including charter schools and early childhood education providers, exists to expand early childhood access opportunities to all families across St. Louis City. The Cooperative function establishes partnerships between charter schools and early childhood providers whereby charter schools pull their public state funding, pool it, and bring in community-based early childhood providers to run high quality programs, thus increasing access to early childhood education in St. Louis City.

SLLIS is the host site for the Downtown Pre-K Cooperative, which launched two Pre-K classrooms for three and four year olds, in the Fall of 2020. With five total nonprofits, this is by far the largest, most complex, formal partnership in the Pre-K Cooperative. In this partnership, SouthSide Early Childhood Center provides the Pre-K programming for both classrooms, and four charter schools, SLLIS, Lift for Life Academy, Lafayette Preparatory Academy, and Atlas Public Schools, pool their state-funded seats for students.

Thanks to the Downtown Pre-K Cooperative, dozens of children have entered kindergarten better prepared for success thanks to two years of learning and development in a high-quality Pre-K program. In 2022-2023, the percent of children ready for kindergarten in the Downtown Cooperative classrooms increased in all areas, culminating in an increase from 0% of students ready for kindergarten in the fall to 65%

of students who were ready by Spring 2022 as measured by the Pre-Kindergarten Observation Form (PKOF). Notably, the cohort that was assessed includes 3 and 4-year-olds, so there are students who are not yet ready for kindergarten who will return to the program in 2023-2024 for a second year. The graphic below displays the improvements in kindergarten readiness in the two Cooperative classrooms in 2022-2023.

Fall 2022 Percent Ready Summary



Spring 2023 Percent Ready Summary



Operational and Organizational Highlights

One of the most incredible accomplishments for SLLIS in the past five years was the purchase of its own facility located in the Downtown West neighborhood of St. Louis City at 1881 Pine Street. SLLIS purchased its building in December 2018 and relocated to unify all programs under one roof for the 2019-2020 school year. Since moving to 1881 Pine, SLLIS has built a playground and an outdoor sports arena for its students and community.

The financial implications for facilities costs before the purchase of 1881 Pine were complex and challenging. SLLIS formerly leased multiple buildings in St. Louis, and this posed many challenges, from HVAC issues to costly lease agreements and ongoing,

expensive repairs. Now, with its own campus and a partnership with the neighboring soccer stadium, SLLIS' financial future has become much more predictable and clear. As such, SLLIS has been well positioned to make additional organizational and financial improvements over the past charter term. Upon moving to 1881 Pine, SLLIS also sold two of its surface parking lots to the group constructing the MLS stadium. This allowed SLLIS to pay down the balance on its building and leverage those funds elsewhere. One area of focus for reallocation of funds has included systematically increasing teacher pay, which, when paired with other organizational strategies, will help promote stronger teacher retention.

One of the first steps SLLIS took after relocating to the new campus was to write a new Strategic Plan. In order to accomplish this, SLLIS selected an expert partner to facilitate the planning process. Then, SLLIS gathered data and engaged stakeholders in developing the five-year plan. Despite a number of delays related to COVID-19, SLLIS is now in its second year of implementation of the plan, which will be implemented from 2022-2026. Now, SLLIS' 5-Year Strategic Plan guides all organizational efforts and decisions and establishes a clear vision for the future of the school. Detailed information about SLLIS' performance on the priorities in the Strategic Plan follows in the [Mission, Vision, and Philosophy](#) section and [Strategic Plan Process and Oversight](#) section of this application.

With a predictable and more manageable financial future and a strong 5-year strategic plan, SLLIS turned its attention to teacher recruitment, compensation, and retention. With a need for highly specialized staff who are certified teachers and also fluent in French, Spanish, or Chinese, SLLIS hired a full time Talent Director, who joined the SLLIS Central Office Team in 2021. Since then, the SLLIS Talent Director has established an excellent teacher recruitment pipeline, an extremely rigorous hiring process, and has recruited staff from across the world. Thanks to his work, SLLIS has been fully staffed in 2021-2022 and 2022-2023 - despite an increasingly competitive and challenging hiring landscape across the United States. Currently, SLLIS staff come from a total of 13 countries across four continents. 66% of the staff identify as a race other than white, and 62% have a Masters degree or above. The staff have an average of 8.5 years of teaching experience, and 94.8% of staff are appropriately credentialed to teach in a public language immersion school in Missouri.

In the fall of 2022, the Talent Director also launched a comprehensive Compensation Project to determine to what extent SLLIS needed to improve employee compensation to ensure strong teacher retention. The outcome of this project is the [SLLIS Salary Manual](#), which guides compensation practices for all SLLIS employees. The updated

Salary Manual places SLLIS among the top paying districts in Missouri for starting Bachelor's salary when compared to 2022-2023 district data across the state. SLLIS expects to be in the top five paying districts in the state once other districts update their compensation structures for 2023-2024.

Another highlight is SLLIS' ongoing commitment to serving all children, including those with more specialized needs. In 2023, SLLIS completed Tiered Monitoring for its Federal Programs and was fully compliant in all areas. Moreover, Wayne Mayfield, Associate Director of Research at University of Missouri Interpreted DESE 2022-2023 Special Education Survey results stating 'SLLIS outperformed the state in nearly every area'.

SLLIS' performance in Special Education and in all special programs can be attributed in part to its dedication to retain specialized staff for all its programs who are SLLIS employees. While many charter schools contract special education and related services, SLLIS' Special Programs Team consists of SLLIS employees who are dedicated to serving every child at SLLIS who requires additional support, from grades Pre-K through 8th. The Special Programs team includes a Director of Special Programs, a School Psychologist, a Social Worker, two Special Education Teachers, a Speech Language Pathologist, an Occupational Therapist, and four paraprofessionals. SLLIS also partners with a local medical provider to provide a school nurse and behavioral health therapist who work full time at SLLIS on the Special Programs team.

Assurance Statement

SLLIS assures that all information provided in its original charter application, in this charter renewal application, and all amendments by UMSL are correct.

A. Education Plan

A.1 Mission, Vision, and Philosophy

In 2021, SLLIS developed a new 5-year Strategic Plan, a “2026 Picture of Success,” and began implementation of the Strategic Plan in the 2021-2022 school year. As such, the Mission, Values, and Purpose of SLLIS have changed since its last charter renewal.

The reason for the changes is due to SLLIS’ relocating all three language programs to one site, a new Executive Director, and a significant amount of discussion among stakeholders regarding the vision for the school. With a newly renewed charter, new leadership, a new campus, and a new dual language model, the SLLIS Board and Superintendent knew it was time to bring stakeholders together in the Strategic Plan Process to ensure alignment of the SLLIS community surrounding the Mission, Values, Purpose, Priorities, and Goals for the organization. As such, SLLIS’ Mission, Values and Purpose were rewritten and formally changed with Board approval in January 2021. The Board also approved a new five-year strategic plan at that time.

SLLIS selected an expert partner to facilitate the development of the plan. With support of the partner, SLLIS developed a Strategic Plan Committee including representatives from the Board, administration, staff, and families. SLLIS also distributed surveys and held multiple focus groups to ensure stakeholder engagement in the planning process.

The details for the 2021-2026 Strategic Plan are included below.

MISSION

(what we do & who we do it for)

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

PURPOSE

(why we do it; our reason for being)

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

VALUES

(non-negotiables, how we behave at SLLIS)

- Provide an accessible and rigorous bilingual education
- Listen to and engage all voices
- Commit to equity, anti-racism and cultural competency
- Reflect on and respond to data throughout our school
- Celebrate mission moments, both big and small

STRATEGIC PRIORITIES

1. Create a rigorous and relevant academic environment where our students excel and love to learn.
2. Engage and activate all members of the SLLIS community in the necessary practices to live out our commitment to equity and anti-racism.
3. Redesign our Middle School to create a robust, top-tier, sought-after program.
4. Explore the feasibility and value of a SLLIS run, dual-language Pre-K program.
5. Develop and integrate the SLLIS brand as an integral part of the St. Louis community.

The SLLIS Board of Directors receives regular updates on the school's progress towards its strategic priorities, including goals for each school year and the metrics that SLLIS uses to gauge its success. The metrics used for each priority are detailed below.

Priority	Metrics used to measure progress
1	MAP, Attendance, APR Score, Interim STAR assessments in Reading and Math, AAPPL language assessments, Tiered Systems Data, Language Model Implementation Data
2	Staff Engagement in Equity Team, Assessment Data drilled down by student group, Tiered Systems Data drilled down by student group, Annual Survey Data (staff, students, and parents)
3	Enrollment, Course Offerings, Target Language Offerings, Student Performance (Grades 6-8), Elective Offerings, Athletics and Extracurricular Participation
4	Total enrollment, Student growth in Spanish, Student growth in reading, Student social and emotional growth, Student retention into Kindergarten
5	Applications Received Annually, Impressions on Social Media, Positive PR Mentions, and implementation of branding projects

A.2 Student Population, Recruitment, and Enrollment

SLLIS Programs

SLLIS currently serves grades Pre-K through 8th. Within these grade levels, numerous programs are offered.

SLLIS offers Pre-Kindergarten to three and four-year-olds through the Downtown Pre-K Cooperative through a partnership with SouthSide Early Childhood Center. Pre-K classrooms follow SouthSide Early Childhood Center's programming, and the language of instruction is English.

SLLIS is also launching a SLLIS-run Dual Language Pre K classroom in Fall 2023. This classroom will adhere to the Gomez and Gomez Dual Language Enrichment Model, which is designed to begin with four-year-olds.

In Grades K-8, SLLIS offers three dual language immersion programs: The French Program, The Spanish Program, and The Chinese Program. Families select their language program upon enrollment and continue in that program until graduation. In dual language immersion classrooms at SLLIS, 50% of the core content is in English, and 50% is in the target language. Detailed information about target language offerings is included in the sections that follow. Given that SLLIS has three target language programs, there are three sections per grade in K-8. Typically there is one additional section of Spanish in grades K-2 as more families enroll in Spanish as opposed to the other two languages.

In elementary classrooms (Grades K-5), SLLIS has typically allowed new students to enroll in Kindergarten or first grade only. This is due to the fact that core content is offered in French, Spanish, and Chinese at SLLIS. As such, students entering in higher grades would not be able to access core content that is taught in the target language. SLLIS makes exceptions for students who have been enrolled in dual language schools prior to coming to SLLIS or students who speak the target languages at home.

Starting in 2023-2024, SLLIS will be offering a new entry point through its Bridge to French Program. Not enrolling students above first grade meant that SLLIS turned down dozens of applicants over the years. For 2023-2024, SLLIS has opened the door to new students in Grades 2-5 so that more families in St. Louis can access global, dual language immersion education in French classrooms. At the same time, current

students and families will have an immersion environment that is not impacted by the change. SLLIS is beginning the Bridge program specifically in French Program classrooms because there are the most available seats in this program. In the future, SLLIS could expand the Bridge Program to include other languages.

The Bridge program will allow new students to engage with their immersion peers for the English portion of the day at SLLIS. Each morning, they will join a classroom with a bilingual French Program teacher, and they will complete their English Language Arts and Math instruction in English with their immersion peers. In the afternoons, Bridge students will learn Science and Social Studies in English while their immersion peers take these classes in a separate setting in French. Bridge students will also have an Introduction to French Language course each day while their peers take French Language Arts.

The SLLIS Middle School Program includes grades 6-8. At this level, students continue their target language learning with specialized staff for each core content area. SLLIS currently has four total classes across 6, 7, and 8. These cohorts include students from each of the three SLLIS language programs, so students attend various classes based on grade level and language background. Although SLLIS does not currently enroll new students in Grades 6-8, this is a possibility for the future.

Through the Bridge Program and future Middle School open enrollment, SLLIS intends to increase its enrollment incrementally over the next five years. The targets below detail this incremental change in enrollment projections and the impact on Weighted Average Daily Attendance (WADA).

Year	Enrollment Projection	WADA Projection
FY23	393 (actual)	428 (actual)
FY24	430	459
FY25	455	482
FY26	470	507
FY27	490	527
FY28	510	546

Student Recruitment Practices

SLLIS leverages multiple strategies for student recruitment. These strategies include the information listed in the table below. SLLIS' overall recruitment strategy has not changed, but it certainly shifted as a result of COVID-19 due to the fact that SLLIS could no longer make in-person community visits for a period of time. With SLLIS' Strategic Priority for Rebranding, brand awareness strategies have been included in the overall approach to recruit students.

Category	Strategy	Details
Targeted Lead Generation	Post Card Mailers	SLLIS routinely mails postcards about its program offerings to every family in St. Louis City who has a child under the age of 10.
	Social Media Advertising	SLLIS sponsors ads on Google Paid Search and Facebook. These ads are designed to reach SLLIS' target audience: parents of young children who are looking for schools in St. Louis.
Community Outreach	Daycare and Preschool Visits	SLLIS partners with numerous daycares and preschools across St. Louis City. The Enrollment Committee visits centers during parent pick-up to hand out flyers and speak to prospective parents about kindergarten enrollment.
	Community Events	SLLIS participates in community events across St. Louis, especially those with language and culture as a theme.
	NextDoor Advertising	SLLIS sponsors posts on NextDoor, a neighborhood connectivity app, in its top enrollment neighborhoods and in those neighborhoods where census data indicate there is a large population of children.
	Enrollment Fairs	Organizations around St. Louis sponsor annual enrollment fairs, and SLLIS participates at every opportunity.
Rebranding	Brand Awareness Campaign	SLLIS has sponsored brand awareness advertisements through numerous partners, including Metro St. Louis (transportation ads on buses and in bus shelters), billboards across the

		city, and radio advertisements on local stations.
	Website Rebranding and Restructuring	SLLIS completely rebranded and restructured its website in Summer 2023. The new website launched in Fall 2023.
	Building Visibility	SLLIS is next door to the Major League Soccer Stadium in Downtown St. Louis. Backlit logo signs and an enhanced, rebranded entryway are being installed in Summer 2023 that can be recognized from the stadium. Due to increased foot traffic in the area, SLLIS is installing signs on light poles on the blocks surrounding the school and adding branded window decals to its building exterior in Summer 2023.
Other	Television Segments	SLLIS featured its three language programs on StudioSTL through KTVI in Winter and Spring 2023.
	Word of mouth	Many SLLIS families find out about SLLIS from their neighbors, friends, and family.

A.3 Climate and Culture

School Climate: The Student Success Plan

The role of the St. Louis Language Immersion School (SLLIS) staff is to ensure all students learn in a safe, respectful, effective, nurturing environment. As such, SLLIS developed its Student Success Plan to provide opportunities for students to develop empathy, learn and practice self-regulation skills, and apply pro-social behaviors.

The Student Success Plan, which was first written and implemented in the 2019-2020 school year, represents a shift to restorative practices for SLLIS. This is an extensive culture shift for staff and administrators, and given the multitude of interruptions and challenges related to COVID-19, the restorative shift is ongoing with all practices and strategies being implemented with fidelity aligned to our CSIP and strategic plan goals.

Successes and Areas for Growth: Staff Culture

SLLIS' investment in stronger compensation systems, described in the "Highlights" section, was one step towards a comprehensive approach to improving staff retention at SLLIS. Another successful step was the positive trend SLLIS saw in its teacher and

staff surveys in 2022-2023, which are described in detail on page 23. Observations, 1-1 conversations with staff, and 2023 survey results all indicate that a major staff culture shift is in progress in the Special Programs department at SLLIS. Detailed information about early indicators of success in this department is included in the information and data that follow.

SLLIS' staff culture has suffered due to turnover and a growing divide between staff and administrators. Multiple indicators have shown where the challenges have been, including staff survey results and staff retention rates. Recognizing the challenges, SLLIS set out to address them in 2022-2023. That year, SLLIS focused on relationship building, especially between building level administrators and teachers. This was a key area of focus in Professional Learning sessions, where staff worked together on team building activities.

SLLIS also implemented a comprehensive plan for Role Expectations and clarification in 2022-2023. This included working in collaboration with staff to clearly define all roles at SLLIS and to help clarify "who does what" in a one-building district. One of the most important steps in this process was the development of "The SLLIS Approach," which is common across all positions at SLLIS and was developed collaboratively between teachers and staff. During 2022 Back to School Professional Learning, administrators, teachers and staff did multiple activities to discuss what "The SLLIS Approach " means for each of them in their daily work at SLLIS. The teacher role expectations worksheet and a sample administrator worksheet are included below. SLLIS' implementation of this process increased transparency between teachers and administrators and helped clarify where teachers should go when they needed something. Survey results (included below) indicate that this collaborative process helped SLLIS move towards a stronger collaborative culture in 2022-2023.

SLLIS Role Expectations Worksheet (Teacher example)	
Position Title	Teacher
Overall Headline - <i>Summarize what you are bottom-line responsible for.</i>	I'm the CEO (Chief Executive Owner) of fostering an equitable learning environment that is conducive to each student's academic and social-emotional success and leads to significant, continuous growth for each student.
Areas of Responsibility- <i>Focus on broad</i>	<ul style="list-style-type: none"> Ensures safety of students by providing active supervision

<p><i>categories (don't get caught up in capturing all tasks):</i></p>	<ul style="list-style-type: none"> ● Builds strong relationships based on mutual respect across dimensions of difference with students, families, and all stakeholders ● Provides appropriate, research-based scaffolds and differentiates instruction ● Develops and uses an effective classroom culture plan ● Collects and analyzes data, and uses it to drive decisions ● Classroom teachers: <ul style="list-style-type: none"> ○ Prepares and implements daily lessons aligned to the curriculum ○ (Language teachers) Provides high-quality and consistent input in the language of instruction per the dual language model
<p><i>The Approach - Write the habits of work, mindsets, and approaches that are key to success in your role.</i></p>	<ul style="list-style-type: none"> ● Engages in culturally responsive, equitable, and anti-racist practices ● Continuously reflects, grows, and develops professional practice ● Makes decisions aligned with the SLLIS Mission, Values, and Purpose ● Believes in the capacity of each child to achieve at high levels ● Cultivates a collaborative, adaptable, and solutions-focused culture ● Approaches all situations with an asset-based and growth mindset ● Develops and uses effective organization systems ● Communicates in a proactive, timely, and effective manner

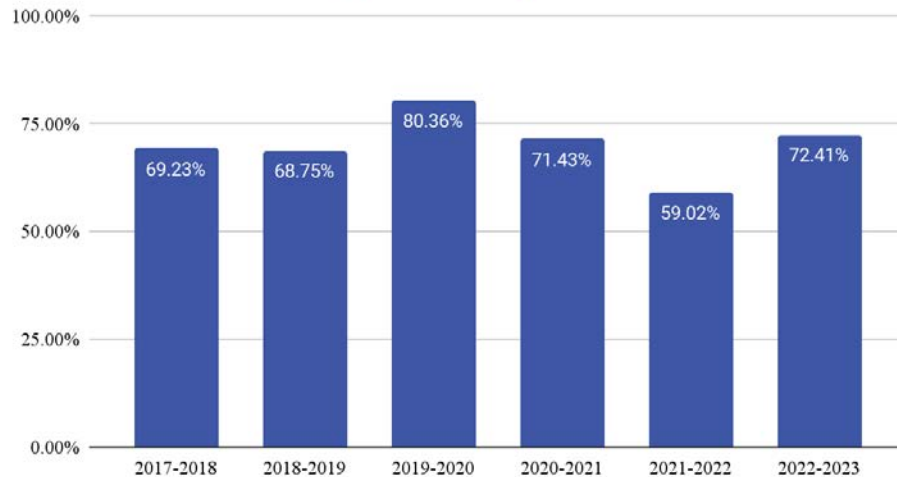
SLLIS Role Expectations Worksheet (Administrator Example)

Position Title	Talent Director
Overall Headline - <i>Summarize what you are</i>	I'm the CEO (Chief Executive Owner) of ... Recruiting top talent to SLLIS that reflects our constituent body; coordinating health benefits, retirement and payroll

<p><i>bottom-line responsible for.</i></p>	<p>systems at SLLIS; and ensuring all practices are in line with federal, state and local compliance regulations.</p>
<p>Areas of Responsibility- <i>Focus on broad categories (don't get caught up in capturing all tasks):</i></p>	<ul style="list-style-type: none"> ● Recruitment <ul style="list-style-type: none"> ○ Develop an inclusive and proactive plan to recruit a talented and diverse staff. ○ Onboard staff, generate employment documents, and coordinate visa support. ● General Health & Welfare <ul style="list-style-type: none"> ○ Oversee health benefits programs and provide assistance to staff when needed. ○ Oversee payroll and retirement process and maintain PTO information. ○ Support the health, safety, and welfare of all staff. ○ Ensure staff stay informed of HR related policies. ○ Assist in developing ways to celebrate staff. ● Compliance <ul style="list-style-type: none"> ○ Ensure compliance with Board adopted policies. ○ Maintain compliance with federal, state and local regulations.
<p>The Approach - <i>Write the habits of work, mindsets, and approaches that are key to success in your role.</i></p>	<ul style="list-style-type: none"> ● Engages in culturally responsive, equitable, and anti-racist practices ● Continuously reflects, grows, and develops professional practice ● Makes decisions aligned with the SLLIS Mission, Values, and Purpose ● Believes in the capacity of each child to achieve at high levels ● Cultivates a collaborative, adaptable, and solutions-focused culture ● Approaches all situations with an asset-based and growth mindset ● Develops and uses effective organization systems ● Communicates in a proactive, timely, and effective manner

2022-2023 survey results and multiple years of staff retention data are included below.

1: SLLIS Staff Retention, as defined by SLLIS

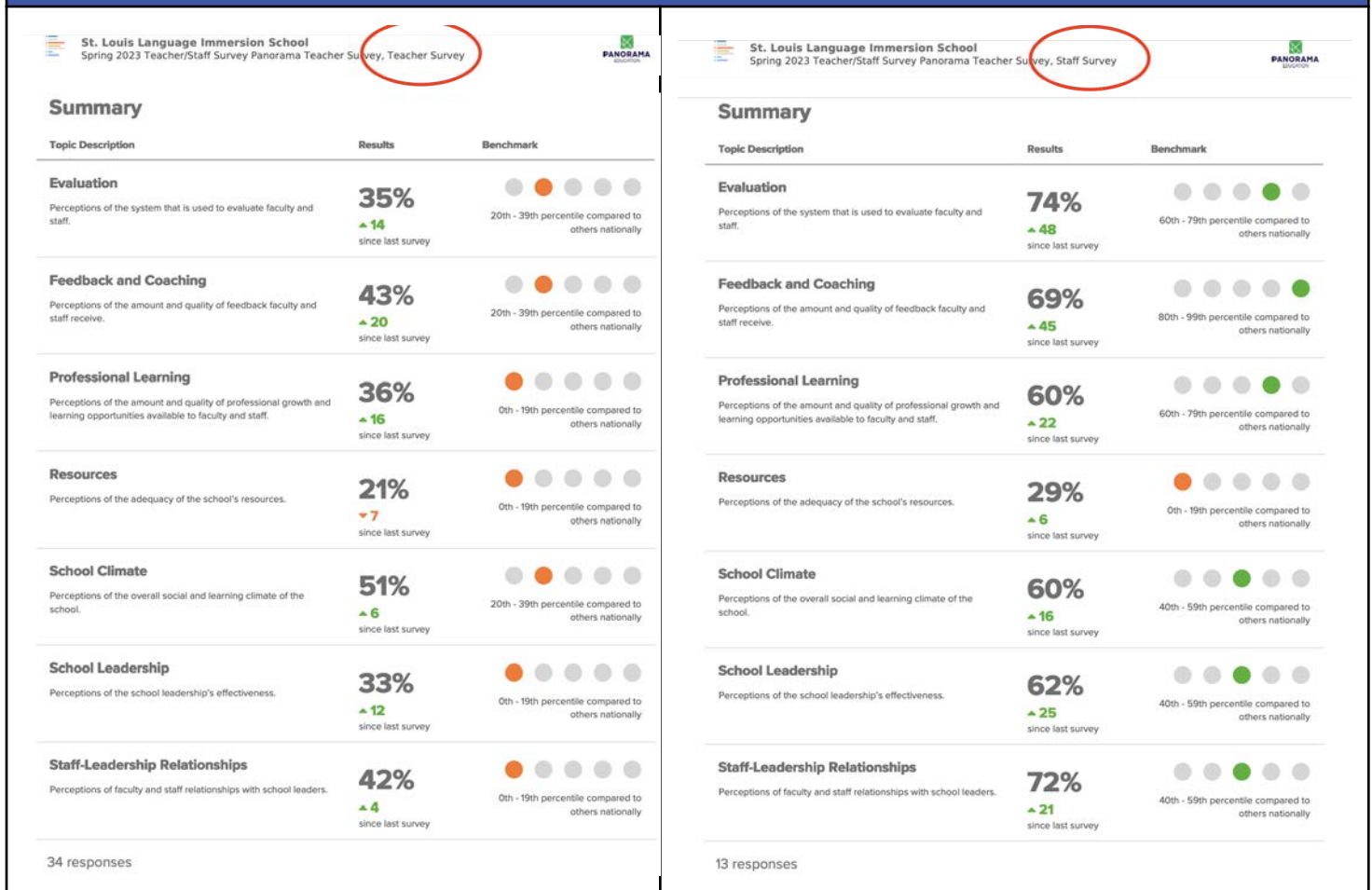


SLLIS calculated overall staff retention in the above graph in the following way.

Retention Rate = $100\% - (\text{Total number of resignations subtracting out desired non retention and retirement} / \text{Total FTE at start of school year})$

As the graph shows, SLLIS' overall staff retention rate dipped in 2021-2022, but has recovered in terms of overall staff retention in 2022-2023. Looking ahead, while Central Office Team and Special Programs Staff retention have been higher - currently at 67% and 86%, respectively, teacher retention has been much lower. As such, SLLIS must continue to focus on teacher retention in the coming school year.

Culture Data (Spring 2023)



Panorama staff survey results from 2022-2023 (included above) show strong improvements across all areas. Teacher survey results, though not as positive as staff, show increases in all but one area in 2022-2023. This is an early indicator that SLLIS' steps towards improving staff culture are working. SLLIS is committed to and focused on continuing to improve in this area in 2023-2024.

The SLLIS Strategy Team, which is composed of administrators and staff members and who are responsible for the SLLIS Strategic Plan and how it is implemented, has focused heavily on the cultural priorities at SLLIS in 2023-2024. While a new Principal will certainly impact overall culture, it is of utmost importance to build culture intentionally and to establish an agreed-upon culture as a leadership team. This is a responsibility that is shared equally among Strategy Team members.

In July 2023, the Strategy Team completed a cultural priorities workshop, facilitated by High Five Strategies. Using Harvard Business Review's *The Leader's Guide to Corporate*

Culture as a starting point, the team reviewed the eight different types of culture that emerge when we map cultures along two dimensions: how people interact and their response to change. After much in-depth conversation, the Strategy Team selected “Caring” and “Purpose” as their top cultural priorities for 2023-2024 and beyond. A *Caring* culture is one characterized by being warm, relational, and sincere. It is brought about with a focus on teamwork, engagement, communication, trust, and a sense of belonging - all of which the SLLIS Community demonstrated as needs based on survey and feedback data in 2022-2023. A *Purpose* culture is one characterized by being purpose-driven and tolerant. It is brought about with a focus on sustainability and compassion. Having cultural priorities means making hard decisions - if everything is important, then nothing is important! With cultural priorities established, SLLIS’ Strategy Team can begin to demonstrate exactly what is prioritized at SLLIS even over other things. For example, in a caring culture, nuance is prioritized even over strict adherence to procedure. These “even over” statements will help SLLIS Strategy Team members continue to hone the culture they have envisioned for 2023-2023 and beyond - and share it with the staff.

In 2023-2024, SLLIS will also continue to focus on Role Expectations. Onboarding a new Principal is an especially opportune time to focus on this strategy. The new Principal will work to build the culture and relationships with teachers and staff. SLLIS will begin first, with the Strategy Team, who will review all Role Expectations across instructional and central office roles and will make adjustments as necessary. Then, when staff return in August, Strategy Team members will share this information with staff and will invite them to review Role Expectations for their positions. At the same time, the new Principal will review the current culture and focus on relationship improvements strategies and other actions as identified in the onboarding process and through focused analysis.

SLLIS’ CSIP also includes detailed information about how SLLIS will focus on staff culture. Panorama survey results and the April 14 CSIP planning session with the full staff indicate that teachers would like a more individualized, personal approach to professional learning, coaching, and their relationship with administrators. Accordingly, the CSIP includes the following goal areas as related to customized and personal approach to teaching at SLLIS.

Area	Rationale	CSIP Next Steps
1-1 Relationship Building	The April 14 staff planning session and 2023 culture survey	90% of staff members will check in with their direct supervisor

	<p>results indicate that teachers want a more personalized approach from their instructional leaders. Many commented they wanted to see their building leader more frequently.</p>	<p>each week.</p>
Individual Professional Learning	<p>The April 14 staff planning session and 2023 culture survey results indicate that teachers want a more personalized approach from their instructional leaders. Many commented they wanted an individualized approach to coaching and professional learning.</p>	<p>SLLIS instructional leaders will implement the cognitive coaching model. Teachers will receive ongoing, personalized coaching and in-person feedback a minimum of once every two weeks. SLLIS will begin implementation of Cognitive Coaching in Quarter 2.</p>
Group Professional Learning	<p>In order to promote a more collaborative culture, it will be important for teachers to work in teams towards a common goal.</p>	<p>SLLIS teachers and staff will participate in Professional Learning Communities a minimum of once every two weeks.</p>
All-Staff Professional Learning	<p>In surveys, teachers and staff indicated they wanted more ability to provide feedback about professional learning so it is better aligned to their needs.</p>	<p>All-staff Professional Learning will consist of required annual training plus other items of focus based on the CSIP goals. SLLIS will routinely collect feedback on the Professional Learning Plan and will distribute surveys after all-staff professional learning events. Adjustments to the PL Plan will be made as possible based on the feedback received.</p>
Routine staff recognition through Avo	<p>The April 14 staff planning session and 2023 culture survey results indicate that teachers want a more personalized approach from their instructional leaders. It will be especially important to position</p>	<p>Upon starting at SLLIS in July 2023, the SLLIS new Principal will develop an Entry Plan that also includes a proactive Staff Culture Plan and calendar. To assist in the personalization of this effort, SLLIS is using Avo,</p>

	<p>the Principal to take a personalized approach to relationship building and the strengthening of staff culture.</p>	<p>which uses AI to synthesize the data employees share and enables the Principal to filter insights in numerous ways. This will help him customize his approach and recognize staff in unique - and personalized - ways.</p>
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In recent years, SLLIS has also focused on staff engagement in decision-making. This has taken place largely at the district level at the direction of the Superintendent. For example, as SLLIS prepares its CSIP for 2023-2024, the full staff participated in three planning sessions where they reviewed data, identified Prioritized Needs, and provided feedback on how they would like to be held accountable to the CSIP. The Superintendent led these sessions. Thanks to this process, when the staff arrive in August, they will be well-prepared for the focus areas for 2023-2024. Leaders will draw clear connections between the priorities for 2023-2024 and the feedback the staff provided in Spring 2023. With the new principal joining the team, SLLIS will continue to prioritize this at the building level.

Finally, staff are also provided with multiple opportunities for advancement and growth at SLLIS. This includes the ability to take on leadership roles via various committees at SLLIS, which will also promote a more collaborative culture where administrators and staff work side by side to promote continuous improvement of the school. In 2023-2024, this includes the committees detailed below.

<p>Staff Feedback Committee</p>	<p>This committee exists to ensure district-level feedback is provided directly to the Superintendent. The committee meets once per quarter and includes the following standing agenda items. What’s working and what’s not working: 1. Academics 2. Communication 3. Operations 4. Morale</p>
<p>Talent Committee</p>	<p>This committee works in collaboration with the Talent Director to recruit and hire staff members at SLLIS. First, committee members participate in anti-bias training. Then, the participants join interviews and provide feedback on the process through rubrics developed by the Talent Director.</p>

Enrollment Committee	This committee supports SLLIS' enrollment strategies. They attend community events to help the Enrollment Manager promote SLLIS, and they also attend some preschool visits when possible.
Equity Team	This committee was launched in 2022-2023 in alignment with SLLIS' Strategic Plan Priority #2, <i>Engage and activate all members of the SLLIS community in the necessary practices to live out our commitment to equity and anti-racism.</i> Staff members volunteer to join this committee, and Educational Equity Consultants facilitates all sessions and customizes them to SLLIS' needs.
CSIP Teams (new in 2023-2024)	All staff members are required to participate on a CSIP team in 2023-2024. This will help ensure staff engagement in the implementation of the CSIP. These teams will meet at the monthly CSIP meeting and will review data and develop plans for their area of implementation. The CSIP Teams are: <ol style="list-style-type: none"> 1. Attendance Team 2. PBIS Team 3. Professional Learning Team 4. Dual Language Team 5. Instructional Strategy Team 6. Community Action Team

Successes and Areas for Growth: Parent Engagement

Over the past five years of the charter term, SLLIS has worked hard to ensure that parent voices were heard and that parents have been engaged in decision-making processes. The following paragraphs describe SLLIS' efforts, parents' response, and next steps.

Perhaps the most successful year for parent and community engagement was 2020-2021. Given the backdrop of COVID-19, SLLIS had to work in new, creative ways to include parents in the planning process for the year and to ensure that they were comfortable sending their children to school. SLLIS was the first public school in St. Louis to open its doors for onsite learning on August 10, 2020. In order to accomplish this, SLLIS held numerous parent engagement sessions over Zoom, including Facebook Live Q&As with the Superintendent. These steps helped SLLIS provide detailed information about instruction and safety to its parents and also allowed parents ample opportunity to ask questions at a high-anxiety time.

As the school year progressed, SLLIS proactively engaged routine feedback from its parent community each trimester. SLLIS administered numerous surveys - online, over the phone, and even in person at car windows - to collect feedback on how parents believed the school was performing during this challenging time. SLLIS then used that data to collaboratively plan next steps with parents at Planning Sessions over Zoom. Overall, these strategies were successful; in the end of year parent survey in Spring 2021, 92.1% of parents agreed or strongly agreed that overall, SLLIS' communication for the year was successful. Moreover, 100% of parents who took the survey agreed or strongly agreed that in-school health and safety measures were effective.

Given the success of SLLIS' Parent Engagement strategies in 2020-2021, SLLIS aimed to replicate these strategies in 2021-2022 and 2022-2023. SLLIS plans proactively, and when there are high-stakes decisions on the horizon, SLLIS ensures that both parents and staff - and sometimes students - have an opportunity to weigh in. As reflected in the parent survey from spring 2023, 77.8% of parents agree or strongly agree that 'SLLIS wants and considers my feedback when making decisions. When SLLIS developed its Master Campus Plan in collaboration with Trivers in Spring 2022, parents, staff, and students completed a feedback survey to provide insight on their vision for the campus. Then, representatives from these groups and board members also participated in two charrettes, where they further shared their ideas about how SLLIS might approach renovations and improvements to 1881 Pine.

SLLIS has used a similar engagement process, including surveys, focus groups (if necessary), planning sessions, and Q&A sessions, to engage the community - especially parents - surrounding multiple large organizational decisions. Called the "SLLIS Community Engagement Cycle," this process has been followed not only for the development of the Master Campus Plan, but also for the development of the Strategic Plan in 2020, the addition of 6th grade into the Middle School Program in 2021, the decision to launch the Bridge to French Program in 2022-2023, and the development of the 2023-2024 CSIP in 2023.

Another success over the charter term was the development and growth of the SLLIS PTO. SLLIS parents established their own 501c3 in 2018, which is aimed at supporting the school through fundraising and cultural events. The SLLIS PTO meets monthly and holds community events. Recently, they have helped SLLIS establish a vision for its outdoor space, including native plants and trees. SLLIS will begin to implement this plan in Fall 2023. The PTO also took on a SLLIS branding strategy by working with St. Louis City to install SLLIS branded light pole banners in the blocks surrounding the SLLIS campus.

In recent years, as SLLIS emerges from the COVID-19 pandemic, re-engaging parents is a top priority. While in the past over 90% of parents have agreed that SLLIS' communication was effective, in Spring 2023, 75% of families who took the survey agreed or strongly agreed that SLLIS communication had been successful in 2022-2023. Moreover, 78.7% agreed or strongly agreed that they felt connected to SLLIS' mission and values.

One area for continued growth is a stronger and more intentional process to collaborate with the SLLIS PTO. This is written into the 23-24 CSIP; the Principal will be the liaison to the SLLIS PTO and will help close the gap between the PTO and the school by attending all meetings and assisting with collaborative event planning and fundraising.

Another strategy in SLLIS' CSIP for community engagement is the development of an Engagement Action Team under the broader CSIP Team. Led by the Principal, the Engagement Action Team will identify two research-based strategies to further engage the parent community. They will select these strategies from Joyce Epstein's *Six Types of Involvement from School, Family, and Community Partnerships: Your Handbook For Action* (2019):

1. Parenting: Type 1 involvement occurs when family practices and home environments support "children as students" and when schools understand their children's families.
2. Communicating: Type 2 involvement occurs when educators, students, and families "design effective forms of school-to-home and home-to-school communications."
3. Volunteering: Type 3 involvement occurs when educators, students, and families "recruit and organize parent help and support" and count parents as an audience for student activities.
4. Learning at Home: Type 4 involvement occurs when information, ideas, or training are provided to educate families about how they can "help students at home with homework and other curriculum-related activities, decisions, and planning."
5. Decision Making: Type 5 involvement occurs when schools "include parents in school decisions" and "develop parent leaders and representatives."
6. Collaborating with the Community: Type 6 involvement occurs when community services, resources, and partners are integrated into the educational process to "strengthen school programs, family practices, and student learning and development."

Successes and Areas for Growth: School Climate

While SLLIS is focused on shifting its school climate towards a restorative approach, there have been challenges when it comes to teachers' requesting support from administrators for challenging behaviors displayed by students in their classrooms. This is one area for continued growth at SLLIS, and it includes strong PBIS implementation and classroom-level reinforcement of expectations.

SLLIS will continue to implement PBIS because it is a research-based strategy to establish the foundation for a tiered approach to expectations and positive behavior. According to Wehby & Lane (2019), "Teachers can implement low-intensity strategies to effectively address challenging behaviors and to facilitate academic engagement." While the PBIS system provides a foundation, additional supports will undoubtedly be necessary in SLLIS classrooms. SLLIS will provide these supports via the Teach Like A Champion Model, which is described in the paragraphs that follow. Overall, by resetting campus-wide PBIS systems and supports, SLLIS teachers will utilize a tiered framework for supporting students' behavioral, academic, social, emotional, and mental health at a Tier 1 level.

In 2023-2024 as a new Principal joins the team, SLLIS will reset all its PBIS systems and structures. SLLIS will work directly with the [Center for Schoolwide Positive Behavior Support](#) at the University of Missouri. Working in collaboration with MU, SLLIS will ensure that its District PBIS team is successfully relaunched. This team will begin by reviewing data from 2022-2023 and completing a Tiered Fidelity Inventory in July 2023. Then, using this data, the team will identify where to begin to focus as staff return in August 2023.

The SLLIS CSIP describes how SLLIS will ensure strong fidelity to PBIS systems. This includes the building-level PBIS Team meeting a minimum of once per month to review incident report data, determine where challenges lie, and identify next steps for problem-solving. This team will also share monthly PBIS data with the full staff at monthly CSIP Review Meetings, which are scheduled to take place after school once per month.

While PBIS is a supportive, research-based system across campus, SLLIS has learned from staff survey results, classroom observations, and 1-1 conversations with teachers that teachers need more tools for classroom-level reinforcement of expectations. This is understandable as SLLIS staff currently come from 13 different countries across four

continents. Most of these staff members have teaching credentials from overseas. As such, a common language and approach for reinforcement of expectations at SLLIS is necessary. For this reason, SLLIS is bringing Teach Like A Champion (TLAC) onsite in August to hold a two-day staff training called “Building Strong Classroom Cultures”. In this training, teachers will learn and practice eight essential classroom practices to increase engagement and ensure high expectations. SLLIS’ 23-24 CSIP describes the next steps after this two day training: SLLIS teachers will be accountable for 2 key TLAC strategies visibly in place in their classrooms throughout the first semester. In the second semester, teachers will implement all 8 strategies with fidelity.

Another step SLLIS is taking towards improving classroom environment and students’ sense of belonging is to implement Second Step, a research-based social and emotional learning curriculum. In all classrooms in Grades K-8, SLLIS teachers will implement 30-minute, scripted lessons to proactively address classroom culture and frequent challenges such as bullying. This strategy is also included in the 23-24 CSIP, and the master schedule for SLLIS has been developed to allow time for these lessons to take place each Monday morning.

A.4 Curriculum and Instruction

Dual Language Model

SLLIS structures its dual language immersion program by using the Gomez and Gomez Dual Language Enrichment Model, which is a framework for dual language immersion that structures core content into 50% target language and 50% English and includes instructional best practices baked into the model. Each day, all core content areas are taught in the designated Language of Instruction, resulting in the 50% balance between the target language and English that makes our model so unique - and supports our learners to become proficient in their native language and the target language. The Language of Instruction is detailed below for all three language programs.

Language Key	
Target Language (L2) French, Spanish, or Chinese	English (L1)

K-5 Language of Instruction			
Core Content Area	The French Program	The Spanish Program	The Chinese Program

Target Language Arts			
Social Studies			*
Science			
Mathematics			
English Language Arts			

*Some Social Studies time is allocated toward Chinese language Instruction in TCP.

Middle School Program Language of Instruction (Grades 6-8)			
Core Content Area	The French Program	The Spanish Program	The Chinese Program
Target Language Arts			
Social Studies			
Science			
Mathematics			
English Language Arts			
Electives			
Specials			
Homeroom			

Written Curriculum at SLLIS

The SLLIS Dual Language Model is a framework for dual language instruction; as such, SLLIS implements a curriculum that aligns with the Missouri Learning Standards under this framework. SLLIS develops its written curriculum on an ongoing basis and ensures staff participation in this critical process. Over the past five years, SLLIS has solidified its Scope and Sequence for English Language Arts, Mathematics, Science, Social Studies, and Target Languages. SLLIS' current focus is on the taught and assessed curriculum. The following sections describe the instructional approach for each core content area.

Language Arts

SLLIS is committed to shifting literacy practices to align with the science of reading. Each student must receive equitable, accessible, and rigorous instruction in literacy. This means staying abreast of current research and updating our practices as necessary. The primary years of education are crucial in setting students up to read to succeed.

Thus, SLLIS' approach focuses first on Kindergarten through third grade to build a strong foundation.

SLLIS is currently implementing Benchmark Advance as its English Language Arts curriculum, which is aligned to the SLLIS ELA Scope and Sequence. While Benchmark Advance includes a comprehensive set of materials and promotes many skills, especially reading comprehension and writing, it does lack phonics and phonemic awareness structures. SLLIS has added these structures starting in 2021-2022, and a more detailed description is in the paragraphs that follow.

2023-2024 is SLLIS' last year under contract with Benchmark Advance. To that end, SLLIS will facilitate its Curriculum Selection Process, which will include a team of teachers and SLLIS' Assistant Principal whose area of specialization is literacy. Working collaboratively, this committee will select a new ELA curriculum, aligned to the Missouri requirements for literacy and the science of reading, for implementation in 2024-2025.

SLLIS is a recipient of the Missouri Comprehensive Literacy State Development (CLSD) grant and has developed a multi-step process to build toward improved instructional practices in literacy, particularly in Kindergarten through third grade. These improved instructional practices include the implementation of the Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) program and Michael Heggerty as a Tier 1 instructional tool in grades K-3. In 2023-2024, SLLIS will also implement the SIPPS program for small, targeted groups in Grades 4-8. Implementing these programs for all students ensures that students at SLLIS are mastering critical early literacy skills every day. These strategies for SIPPS and Michael Heggerty are new and being implemented based on the concern that SLLIS' current curriculum lacks structure in these critical areas.

Target Languages

SLLIS students also address the Missouri Learning Standards for Language Arts during their Target Language Arts classes in French, Spanish, and Chinese. This 60-minute learning block begins in second grade, after Kindergarten and first grade students have mastered their early literacy skills in English. In Spring 2023, SLLIS worked with staff to revise their scope and sequence documents for American Council on the Teaching of Foreign Languages (ACTFL) standards for grades K-8 in French, Spanish, and Chinese.

Identifying and implementing curriculum programs in three languages in addition to English can be very challenging, and each language program utilizes a different curriculum. Each language program also has access to Rosetta Stone for Education,

which is an online language learning platform. This is used both in the classrooms during Target Language Arts and at home. The table below summarizes the resources that each language program is using in 2023-2024.

Program	Target Language Curricular Resources Red denotes an online program	
	Grades K-5	Grades 6-8
The French Program	Rosetta Stone Lalilo Les petits loustics Cap Sur 1, 2, et 3	Rosetta Stone A la une
The Bridge to French Program	Rosetta Stone Lalilo Zoom 1, 2, et 3	N/A
The Spanish Program	Rosetta Stone Yabisi Espanol	Rosetta Stone Encuentros
The Chinese Program	Rosetta Stone Fun China World ArchChinese Mandarin Matrix	Rosetta Stone Fun China World ArchChinese Mandarin Matrix

Mathematics

SLLIS also selected a new math program since its last contract term. When SLLIS shifted from three schools to one school with three language programs in 2017-2018, each language program was using a different math curriculum. For that reason, it was necessary to identify a set of math materials for all SLLIS classrooms to utilize. In 2018, the SLLIS Curriculum Selection Committee selected ReadyMath, which is implemented alongside the SLLIS Math Scope and Sequence and is aligned with the Missouri Learning Standards. SLLIS students take the I-Ready assessments, which are aligned with the ReadyMath curriculum.

SLLIS does need to focus on fidelity in implementation of ReadyMath in the coming years. One particular area for focus is pacing for the ReadyMath lessons so that students are exposed to all the content. SLLIS will continue its focus on a guaranteed and viable curriculum in 2023-2024 and will provide support to teachers in PLCs to

appropriately pace their lessons. Additionally, at the Tier 1 level, SLLIS will implement an in-depth mathematics standards review starting in Quarter 2 with all its teachers. Grade levels will work in PLCs to review standards to assist with lesson internalization, and at every full-staff meeting, the first 10-15 minutes will include math standards review. At the Tier 2 level, teachers will focus on mathematics for conceptual refinement time as part of the dual language model. Finally, at the Tier 3 level, SLLIS will welcome a math interventionist to its staff for the first time ever. SLLIS' Math Interventionist will be focused on small group math intervention.

Science

SLLIS utilizes the MySci curriculum and corresponding science experiment kits to address the Next Generation Science standards and Missouri Learning Standards for science. For Science, SLLIS has its curriculum on a two-year cycle, and science standards are taught across two grade level bands. This allows for teacher collaboration across grade levels, and it allows for teachers to spend more time on specific content in science so students achieve a deeper understanding of the content.

Per the dual language model, Science is taught in the target language in The French Program and The Spanish Program. While the MySci materials were previously available in English only, in Summer 2022, SLLIS translated these materials into French and Spanish for stronger fidelity to the dual language model in these programs.

Social Studies

It has been challenging to identify appropriate materials for all students in grades K-8 at SLLIS in social studies given that it is taught in English in The Chinese Program grades K-5, in the target language in The French Program and The Spanish Program grades K-8, and is taught in Chinese in grades 6-8. Many social studies standards are United States based, and identifying materials in three languages in addition to English has proven very challenging.

Since SLLIS was formerly an IB school, its social studies units were largely teacher developed using a planning structure similar to Understanding By Design. SLLIS revised its social studies scope and sequence in Summer 2021, and systematically purchased authentic texts in French, Spanish, and Chinese aligned to social studies themes in the scope and sequence.

In Spring 2023, SLLIS launched a Social Studies Curriculum Selection Committee, which worked with an expert consultant to select Social Studies curriculum materials for 23-24. The Committee selected TCI, which is available in both English and Spanish. For

French and Chinese, the web-based portion of the curriculum includes a plugin for translation into French and Chinese.

The Social Studies Curriculum Selection Committee also worked on the social studies scope and sequence and modified it to better suit SLLIS' needs. In 2023-2024, Social Studies will be taught on a two-year cycle to two grade levels at a time, similar to SLLIS' approach for science. This will allow teachers to go deeper into social studies content, but it will also allow for students in multi-age settings, especially those who are new enrollees via the Bridge to French Program, to learn science and social studies without any gaps in their access to content.

Social and Emotional Learning

SLLIS' Social-Emotional Learning (SEL) curriculum, Second Step, is research-based and developed on the foundation of current research findings and best practices in the fields of social-emotional learning, education, and psychology. The evidence reflects improvement in students' academic performance, curtailing bullying, and building character. Evidence on the effectiveness of the Second Step curriculum can be found [here](#). Through 2022-2023, the SLLIS Social Worker and Behavioral Health Therapist implement the curriculum by pushing into classrooms. In 2023-2024, SLLIS has scheduled time each Monday morning for teachers to implement the scripted lessons with their students in Grades K-8. Given that full implementation of Second Step will be new to SLLIS in 2023-2024, SLLIS has developed a Second Step Implementation Plan, which is linked in the CSIP Appendix.

Successes and Areas for Growth

Dual Language Model Launch

One of the major successes of the past five years has been the shift to the Dual Language Model at SLLIS. SLLIS' Board voted to adopt the new model in 2018 after thoroughly reviewing student achievement data that indicated that students from traditionally disadvantaged backgrounds, especially Black and Hispanic students, students who qualify for Free and Reduced Lunch, ELL students, and students with IEPs, were achieving at much lower levels than their White counterparts. With the new model, all students receive instruction in both English and the target languages, and this establishes a strong foundation for all students in the early grades as they master English and especially reading. SLLIS' student growth in English Language Arts and reading from 2016 to 2021, and again in 2022-2023 (featured in the [Highlights](#) section of this application and in the sections that follow) is a clear indication that direct English

Language Arts instruction through the Dual Language Model has made a large impact on student learning.

The Dual Language Model also provides extremely clear guidelines on when and how to use English and the target languages - which was lacking under the full immersion model SLLIS implemented through 2018.

Written Curriculum

Throughout the past five years, SLLIS has greatly improved its written curriculum. When SLLIS submitted its last charter renewal application during the 2018-2019 school year, there were many gaps in the written and taught curriculum at SLLIS. Over the past five years, SLLIS instructional administrators have addressed this issue fully at the direction of the Superintendent, and teachers now have access to Scope and Sequence documents for all core content areas. This has helped SLLIS align all its instruction to ensure that teachers understand what should be taught in each classroom, and it has helped ensure that students have access to appropriate content. Moreover, it has strengthened SLLIS' ability to implement the dual language model by providing teachers with the tools necessary to adhere to the correct Language of Instruction per the model framework. SLLIS is continuing to focus on fidelity in the implementation of the written curriculum, especially for Science and Social Studies.

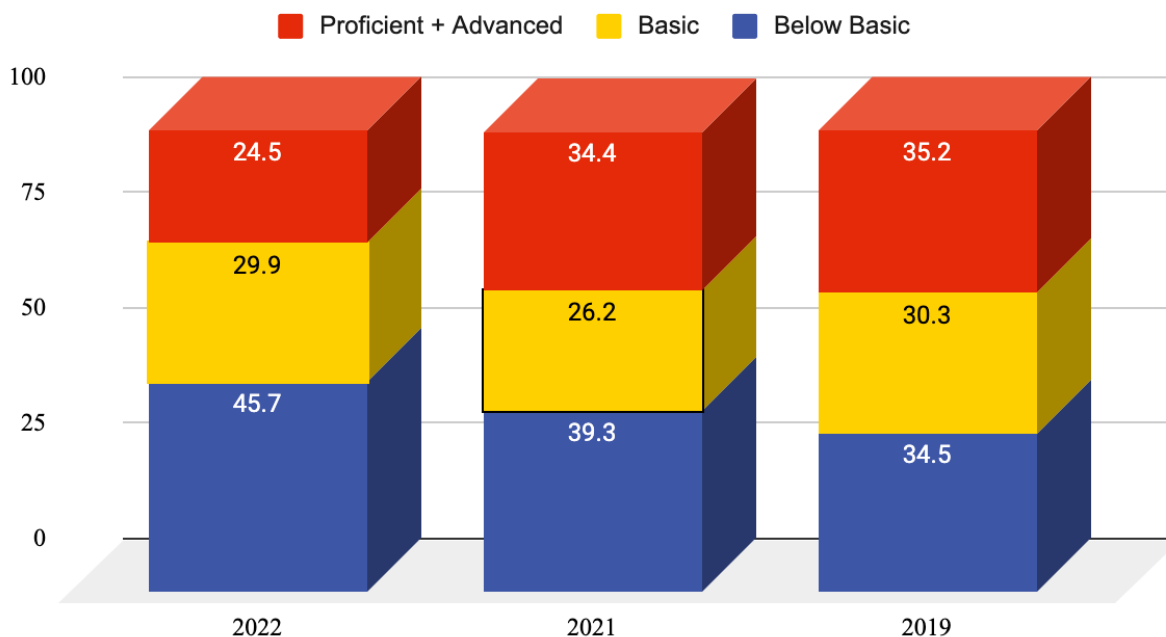
Student Growth

SLLIS' move to the dual language model and its improvement of the written curriculum are two factors that have likely contributed to SLLIS' strong growth throughout the charter term, especially in English Language Arts. Throughout the charter term, SLLIS has made significant strides in promoting high levels of student growth, especially for low income students in English Language Arts. In the 2022 Beating the Odds report from the Policy Research in Missouri Education Center (PRiME), the PRiME Center studied schools across the state of Missouri serving high concentrations of low income students and to what extent these schools promoted student growth. SLLIS' 2022 PRiME Growth Score is a translation of DESE's 2020-21 Missouri Growth Model score, which reflects average annual student growth between the 2016-17 school year and the 2017-18 school year, the 2017-18 school year and the 2018-19 school year, and the 2018-19 school year and the 2020-21 school year. With a PRiME Growth Score of 92, SLLIS was ranked 4th out of the top 10 highest growth EleMiddle (K-8) schools in the state of Missouri.

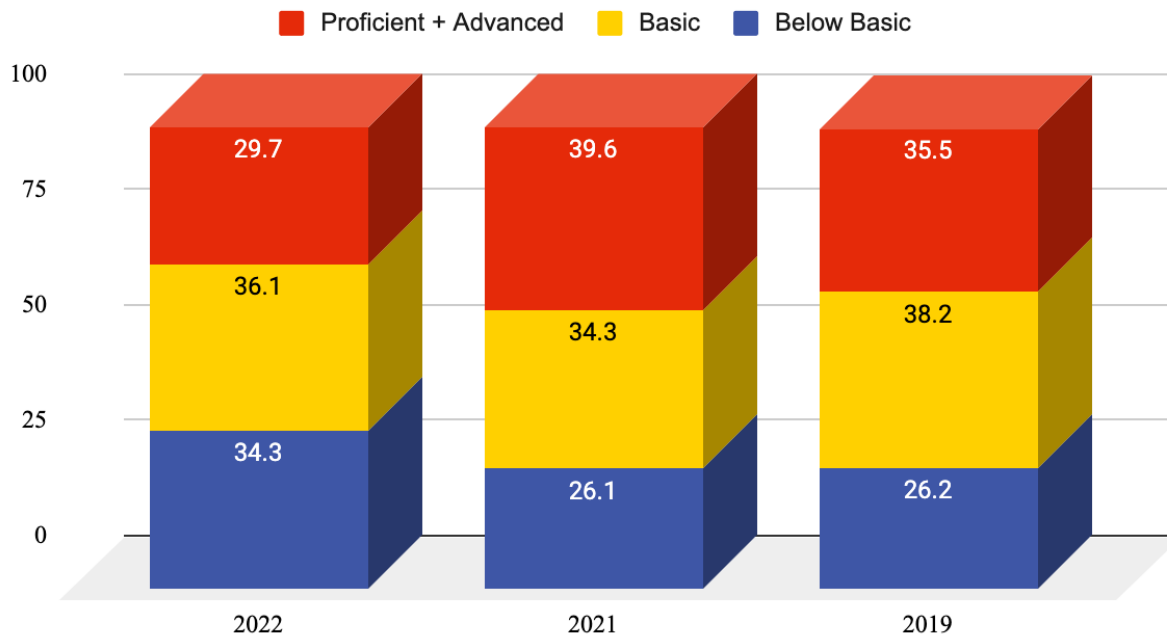
Student Achievement: MAP

It is highly important to consider growth as a measure for overall school effectiveness, as mere proficiency may undersell the performance of schools serving high concentrations of low-income students. Nevertheless, SLLIS has also tracked proficiency as yet another way to study student outcomes since 2019. The graphs below show SLLIS' MAP achievement data in Math, English Language Arts, and Science for 2019, 2021, and 2022. Notably, the MAP was not administered in 2020 due to the COVID-19 pandemic, and 2023 results are not expected until Summer 2023.

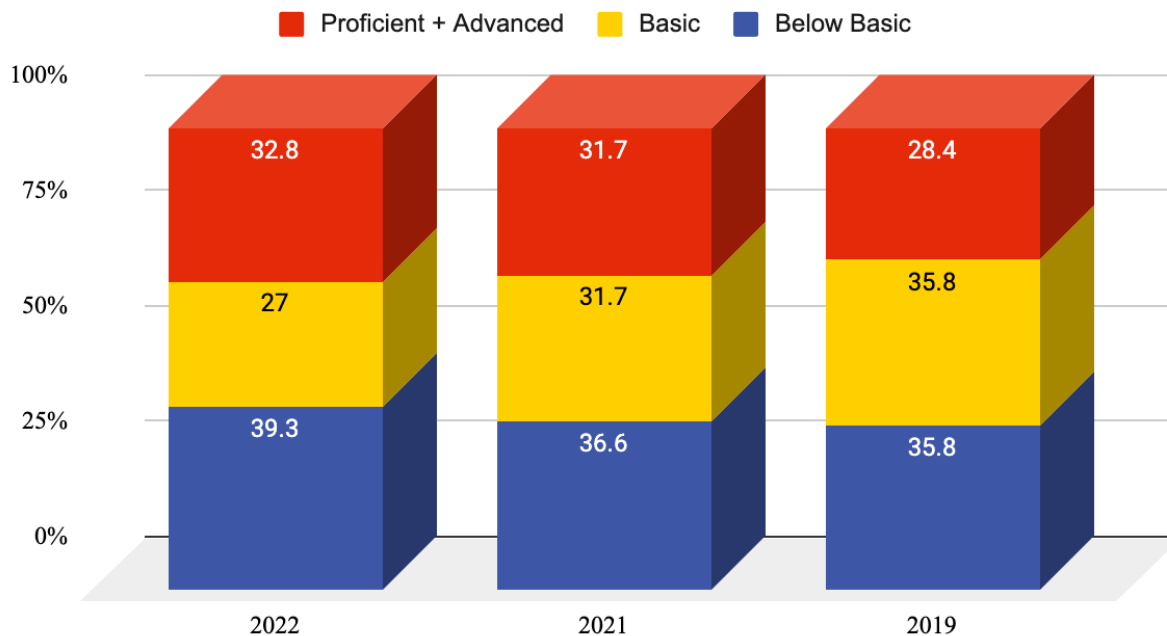
MAP Math Performance by School Year



MAP ELA Performance by School Year

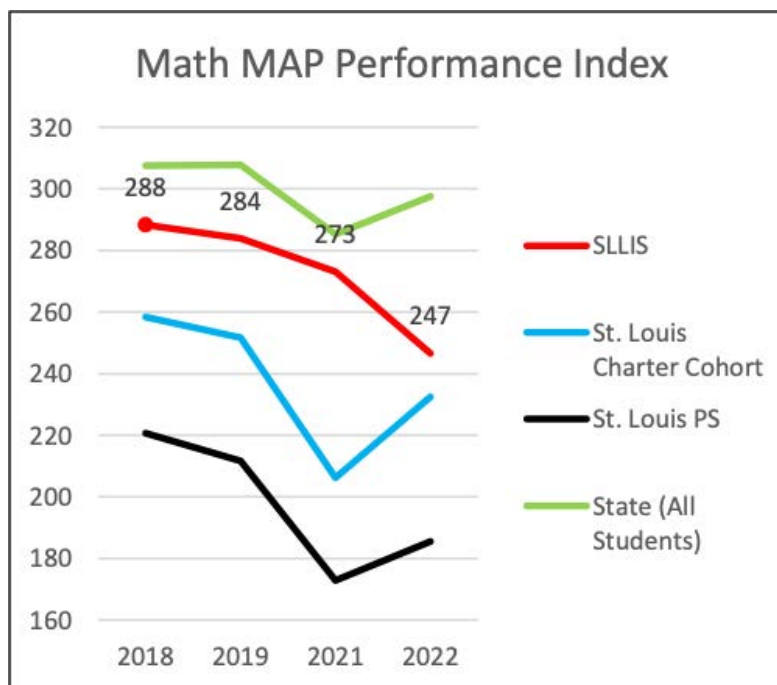
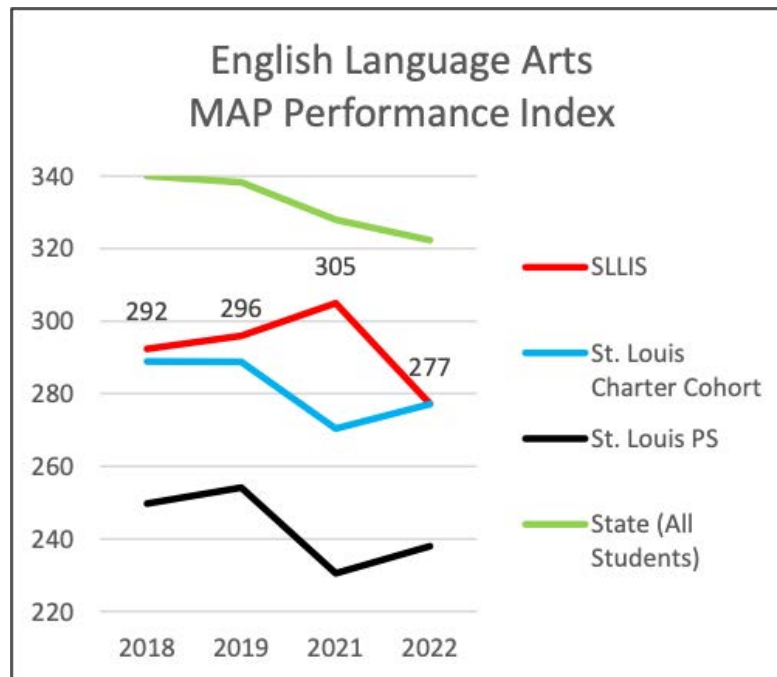


MAP Science Performance by School Year



As the graphs demonstrate, MAP performance at SLLIS generally held steady in 2021 - one year into the COVID-19 pandemic - when compared to 2019 performance. Notably, SLLIS experienced a dip in achievement in 2022 as opposed to 2021.

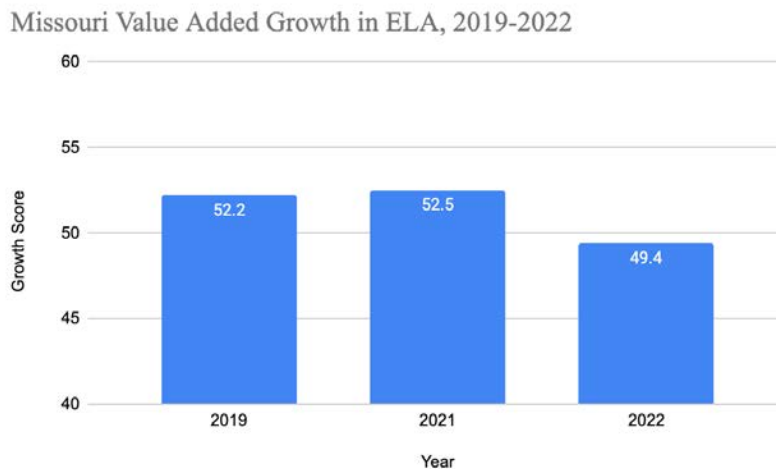
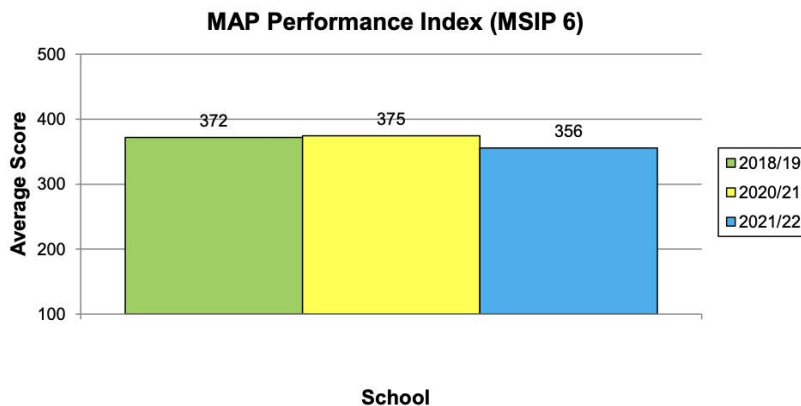
SLLIS has collaborated with Informed Improvement to further study its MAP results, especially when it comes to growth. Below are the graphs prepared by Informed Improvement that further illustrate SLLIS' performance.



The preceding graphs, developed by Informed Improvement, show SLLIS’ performance on MPI from 2018 to 2022. In the graphs shown here, it is important to note that Informed Improvement completed the conversion of MSIP 5 MPI scores to MSIP6 MPI scores. As the graphs show, The achievement of SLLIS students is well above that of St. Louis Public Schools, above that of the cohort of all St. Louis charter schools, but below the overall State. According to Informed Improvement, SLLIS had “exceptionally strong performance” across the pandemic from 2019 through 2021, and SLLIS increased student achievement in English Language Arts while all the comparison groups decreased. Also, from 2019-2021, SLLIS had smaller decreases in math achievement than all of the comparison groups.

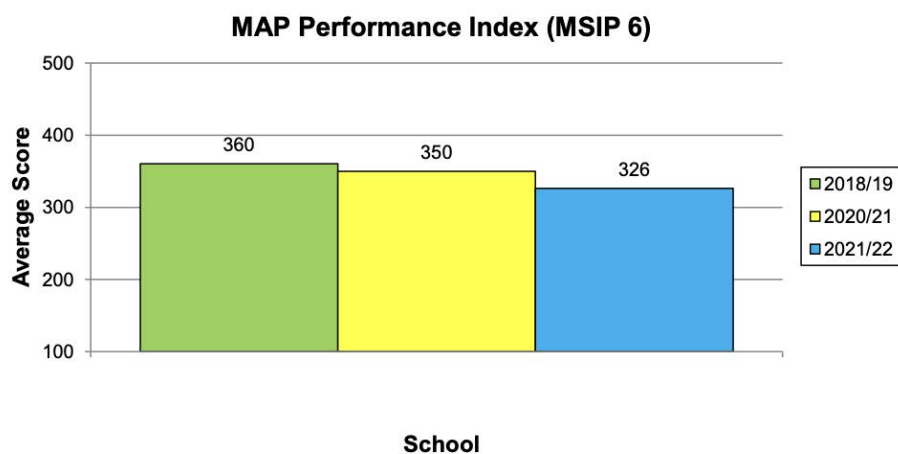
The graphs also show SLLIS’ decreases in student achievement from 2021 to 2022, while the comparison groups generally increased and started closing the gap towards their pre-pandemic levels of achievement. This presented unique challenges for SLLIS’ 2022 APR score.

2022 SLLIS Communication Arts Performance - MAP

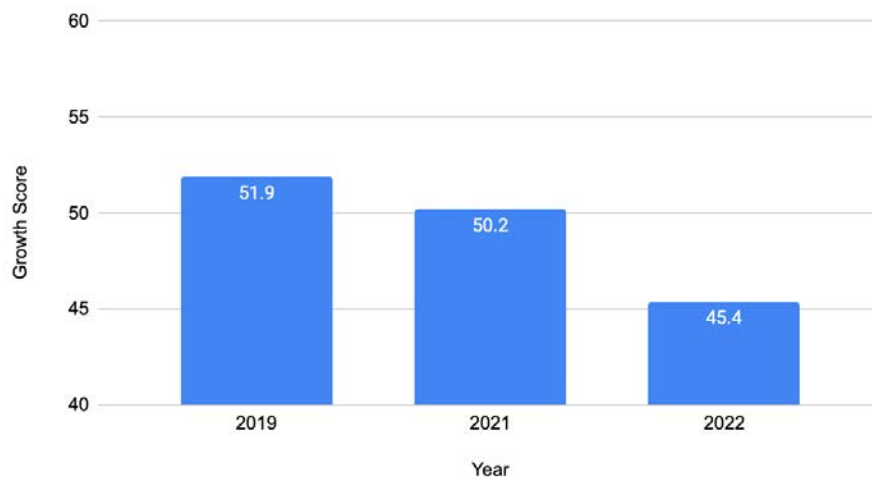


The preceding graphs, developed by Informed Improvement, show SLLIS' performance on the Communication Arts section of the MAP over the past three assessment years. SLLIS showed strong longitudinal growth across the pandemic (2019 to 2021), with particularly strong performance in 2021. Informed Improvement recommends looking at 2021 and 2022 performance comprehensively. While most schools had very difficult 2021 results that improved in 2022, SLLIS is at a disadvantage in terms of MSIP6 performance because its 2021 performance was so strong, then it decreased in 2022.

2022 SLLIS Mathematics Performance - MAP



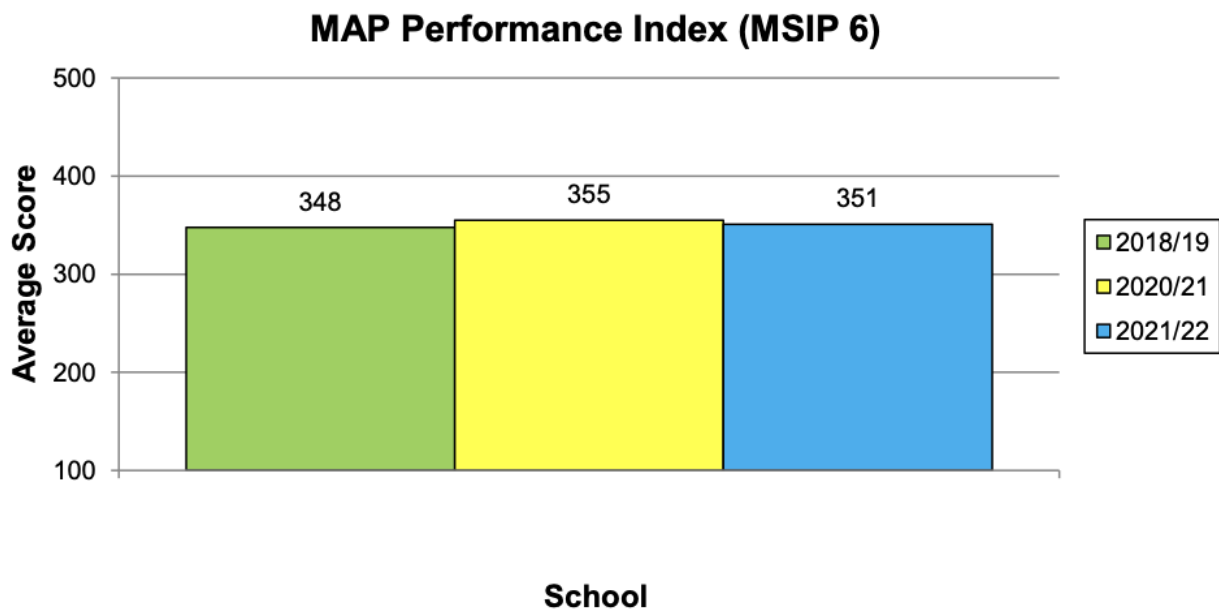
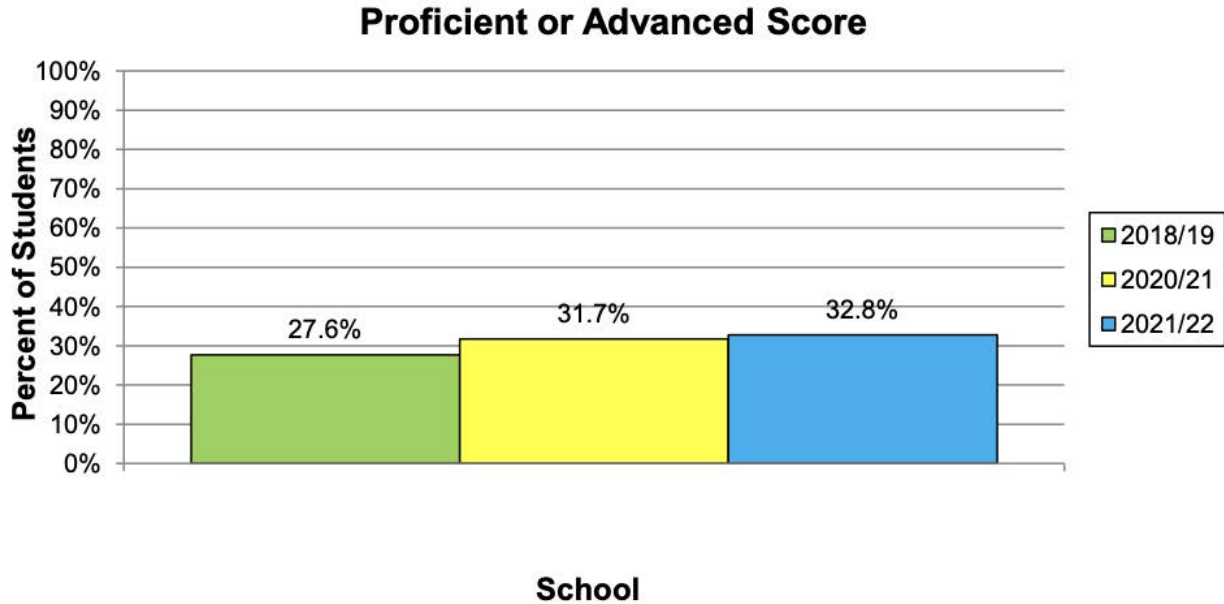
Missouri Value Added Growth in Math, 2019-2022



The preceding graphs, developed by Informed Improvement, show SLLIS' MAP performance in Math over the past three assessment years. For growth scores, 45.4 is

very low. However, in 2022, most schools saw atypically high results because so many Missouri schools had a decrease in achievement in 2021. Again, Informed Improvement recommends mitigating the low score in 2022 with the very strong 2021 score. Moreover, similar to Communication Arts, SLLIS' Math growth from 2019 to 2021 is strong.

2022 SLLIS Science Performance - MAP



The preceding graphs, developed by Informed Improvement, show SLLIS' performance on Science for the MAP. SLLIS did see a small gain in Science Proficiency and held relatively steady in MPI in 2022.

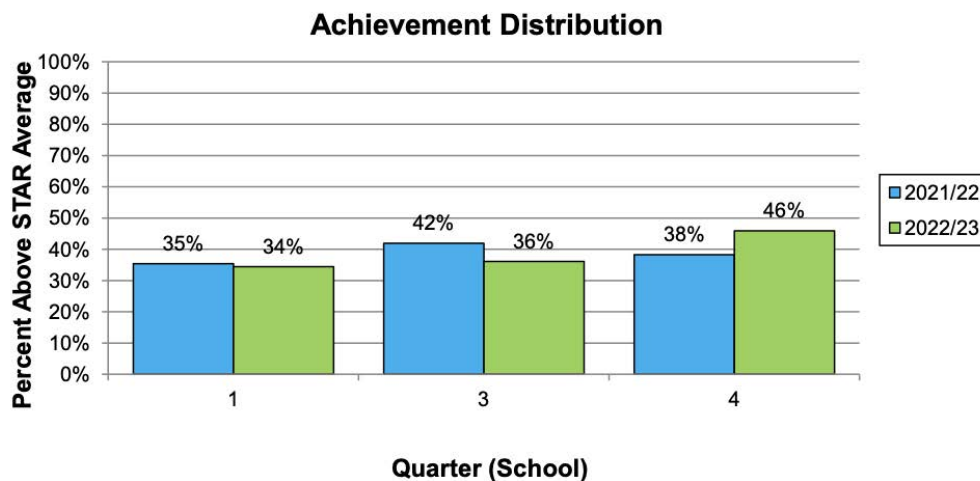
Student Growth and Achievement: Star Reading

In addition to the annual MAP test, it is necessary to have timely, nationally-normed student growth and proficiency data on an interim basis to measure progress towards SLLIS' goals. To that end, SLLIS utilizes the STAR Reading and Math assessments to collect information about student progress and growth throughout the school year.

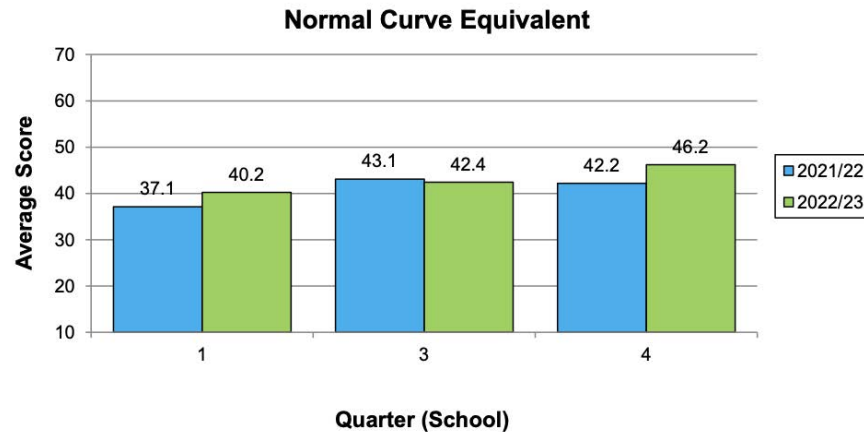
The STAR test measures student proficiency and growth in reading and in math. Again, SLLIS worked with Informed Improvement, who developed the graphs below, to further study its Star results.

There are two measures of particular interest when it comes to the Star Assessment: Student Growth Percentile (SGP) and Normal Curve Equivalent (NCE). The Student Growth Percentile shows the average student growth compared to students who started at the same achievement level. An SGP of 50 corresponds to average growth. The NCE is calculated by converting each student's score to a scale which compares their score to all test takers in the United States in the same grade level. An increase in NCE score corresponds to the increase in student achievement being greater than that of the reference population of test takers in the United States.

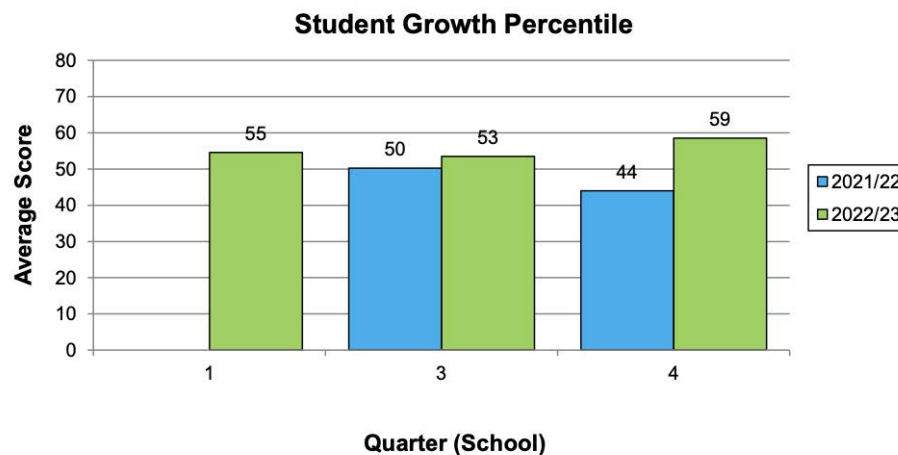
Student Performance: Star Reading



This graph shows the achievement distribution, or the percentage of students who had a Normal Curve Equivalent (NCE) score of 50 or greater. This increase in the percentage of students above the Star average shows very strong Fall to Spring growth. Informed Improvement has noted that SLLIS can fully expect MAP results to be improved.

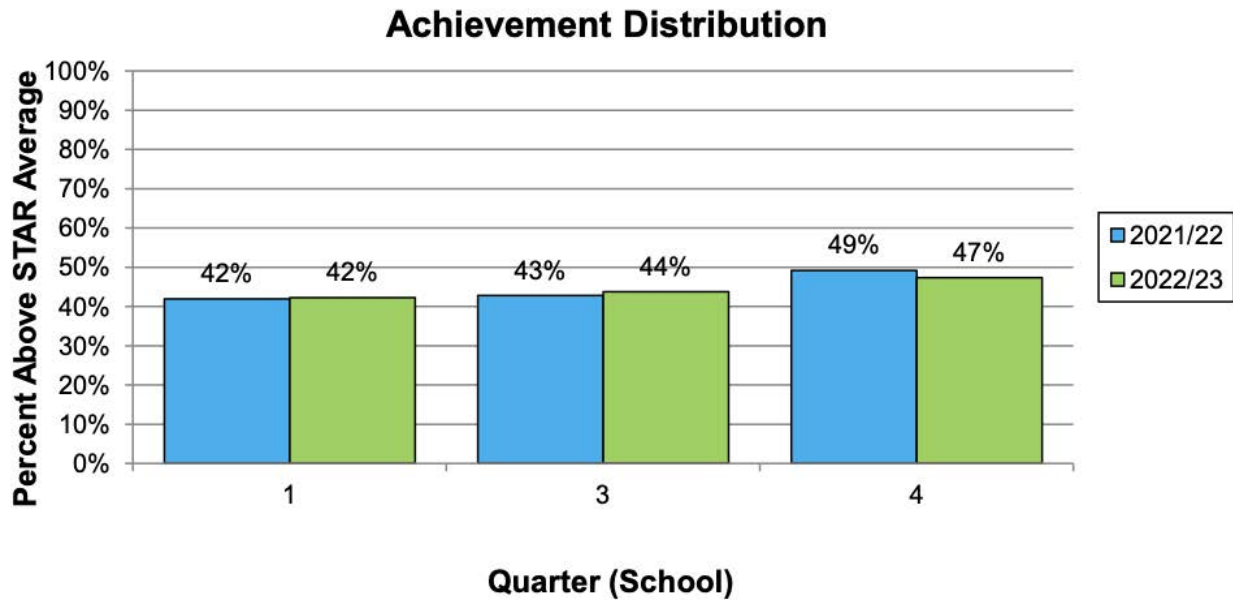


The preceding graph, developed by Informed Improvement, shows SLLIS' Normal Curve Equivalent (NCE) as it relates to student achievement. The spring to spring increase in the Normal Curve Equivalent points for students who returned from last year was 3.7 Normal Curve Equivalent points, which is about two months of above average growth. According to Informed Improvement, six points in a year is very, very strong from fall to spring. The level of growth in 2022-2023 corresponds to school effectiveness better than about 9 out of 10 schools. Informed Improvement has shared that the predicted MAP Performance Index on the State assessment will likely be comparable to the levels in 2019 and 2021.

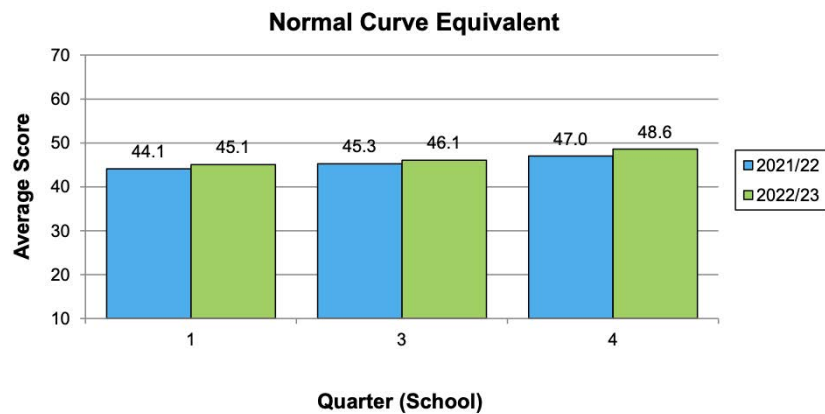


The preceding graph, developed by Informed Improvement, shows SLLIS' Student Growth Percentile (SGP) as measured over the past two years. Looking at Spring 2023 performance, SLLIS' average SGP was measured at 59. According to Informed Improvement, an SGP of 59 is very strong and is an extremely high score in terms of school effectiveness.

Student Growth and Achievement: Star Math

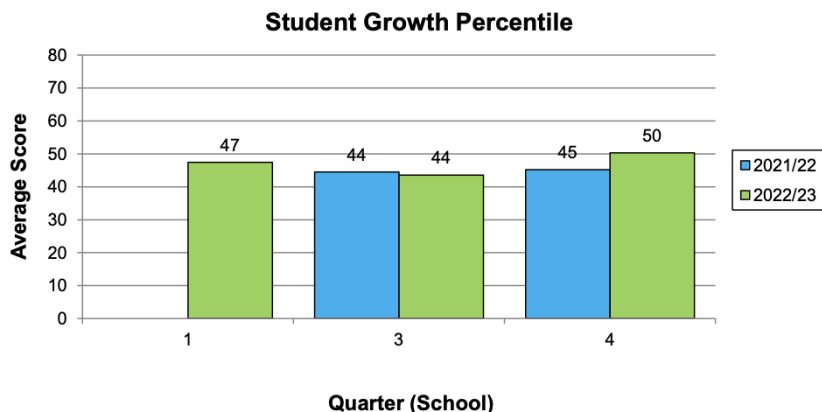


This graph shows the achievement distribution, or the percent of students above the Star Math average, for the past two years.



The preceding graph, developed by Informed Improvement, shows SLLIS' growth on Star Math over the past two years as measured by Normal Curve Equivalent (NCE) as it

relates to student achievement. Spring to spring growth on the STAR Math test for students who returned from last year was 2.1 Normal Curve Equivalent points, which is about one month of above average growth. According to Informed Improvement, NCE Gains from fall to spring are very solid at 3.5.



The preceding graph, developed by Informed Improvement, shows SLLIS' growth on Star Math over the past two years as measured by Student Growth Percentile (SGP). SLLIS' level of growth shown here corresponds to school effectiveness better than about 8 out of 10 schools. According to Informed Improvement, the predicted MAP Performance Index on the State assessment will likely be comparable to the level in 2022.

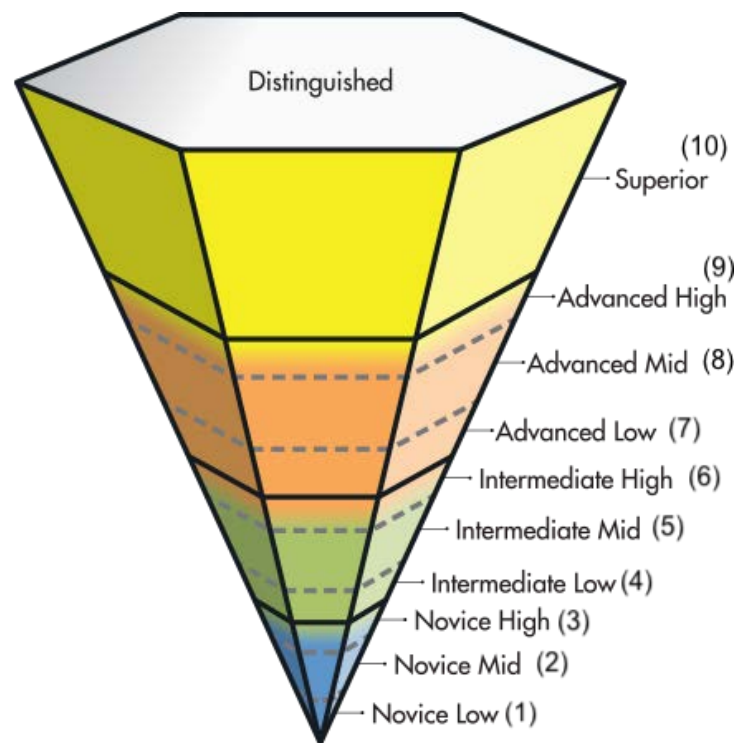
Target Language Acquisition: The AAPPL

Inevitably, the pandemic also had an impact on SLLIS' implementation of its dual language model. In the 2020-2021 school year, SLLIS paused implementation of the model in order to allow families the choice of full time onsite or virtual learning. SLLIS could not expand its staff to provide these offerings with 50% of the core content in the target languages, and therefore offered more limited target language instruction during that school year. SLLIS began to fully implement the dual language model once again in the 2021-2022 school year.

To assess students in French, Spanish, and Chinese, SLLIS administers the ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) test. ACTFL is the American Council on the Teaching of Foreign Languages, and has established a set of standards for language learners. SLLIS adheres to these standards in its target language instruction. The assessment measures student achievement levels in four domains - Speaking, Writing, Listening and Reading.

This [link to the AAPPL website](#) describes the ACTFL Proficiency Levels for language learning. It is important to note that students across the country are not expected to reach the most advanced levels of language acquisition in an elementary dual language setting or in a secondary second language setting, because mastering any second language at such a high level of proficiency is exceedingly challenging, especially in Mandarin Chinese. Of note, the high “Advanced” and “Superior” levels of achievement on the ACTFL standards are levels that even native speakers may never achieve. However, SLLIS does have language acquisition targets written into its Target Language Scope and Sequence documents and expects students to progress through the levels of proficiency.

AAPPL Proficiency Levels

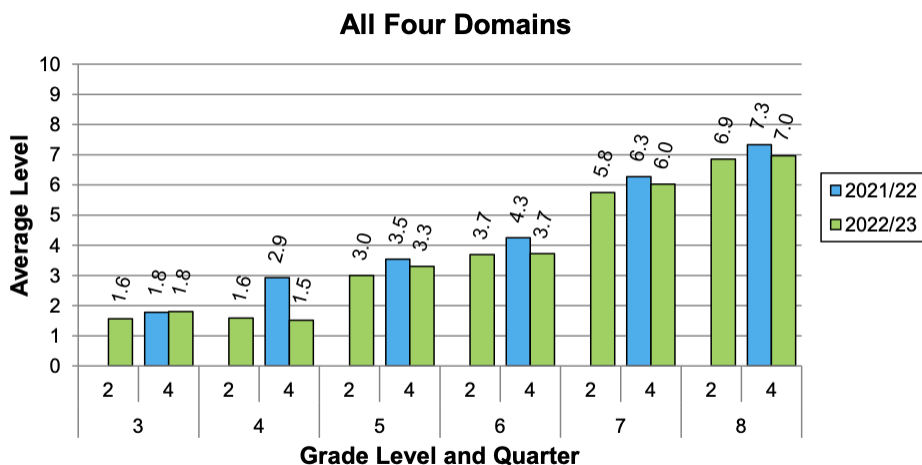


Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

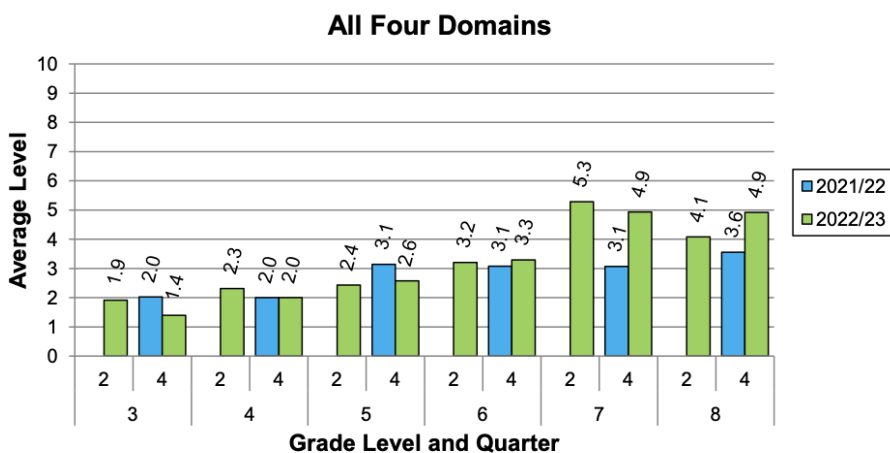
The graphic above shows the ACTFL standards of proficiency for language learning. Each level is associated with a number, which is how scores on the AAPPL have been scaled in the graphs that follow.

As with other assessment data, SLLIS worked with Informed Improvement to analyze its AAPPL results. The graphs that follow compare how SLLIS students performed on these assessments over the past two years.

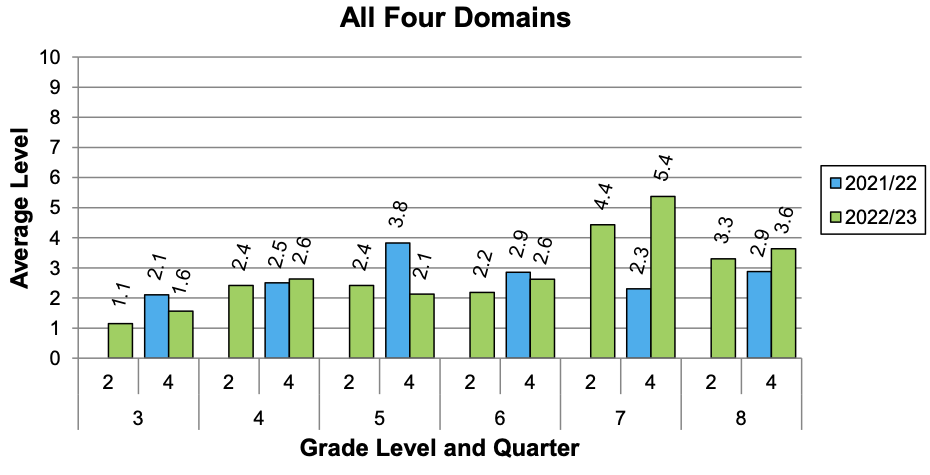
All four domains: Spanish



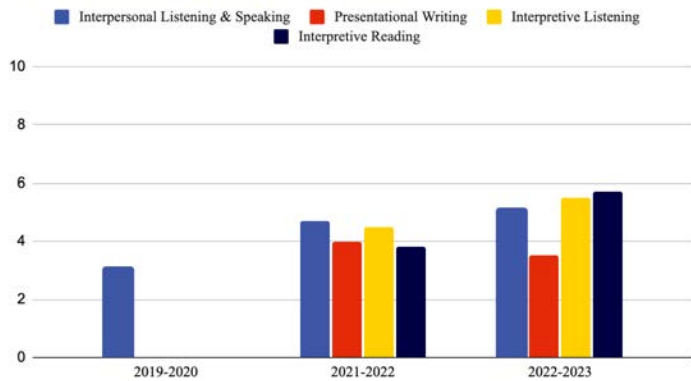
All four domains: French



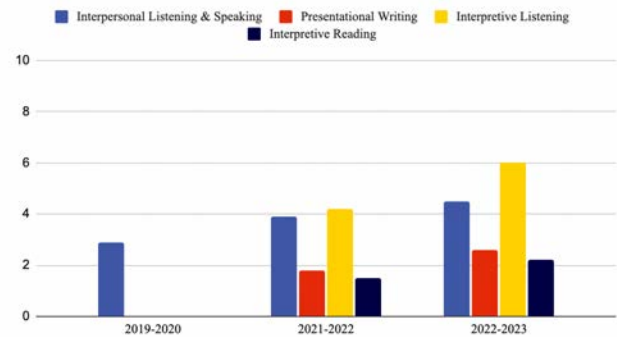
All four domains: Chinese



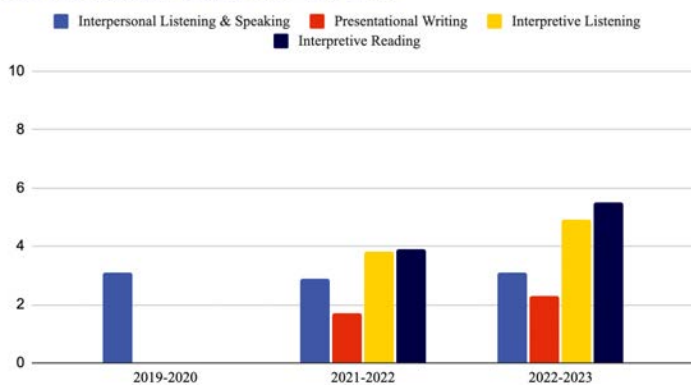
AAPPL Results: Current TSP 7th Grade



AAPPL Results: Current TCP 7th Grade



AAPPL Results: Current TFP 7th Grade



As of 2022-2023, SLLIS now has three years of AAPPL data for cohorts of students, though not consecutive (the AAPPL was not completed in 2019-2020 or taken in 2020-2021 due to COVID-19). These graphs show one student cohort's progress from 2019 through 2023. Although the data is somewhat limited, we can now follow cohorts of students through their SLLIS experience and track how they have grown in Interpersonal Listening and Speaking, Presentational Writing, Interpretive Listening, and Interpretive Reading.

There are a number of noteworthy achievements that the AAPPL data show. The AAPPL data system provides national averages for all assessment areas that vary by language assessed, assessment area, and grade. When manipulating data on the AAPPL website, users can compare cohort performance at SLLIS to national averages. Interpersonal Listening is SLLIS' strongest performance area, with 61% of SLLIS cohorts having met or exceeded the national average in Interpersonal Listening and Speaking. In The Chinese Program, all but one cohort in grades 3-8 exceeded the national average for Interpersonal listening and speaking. The last cohort was within one point of the national average. In The French Program, 45.8% of tests taken for all four areas across grades 3-8 approached or exceeded the national average. Finally, 8th graders in

The Spanish Program scored in the Advanced category in three out of the four areas assessed.

Looking at cohort data across the past three years, the AAPPL data does show that SLLIS students are growing in the target languages. In the future, it will be important to focus on a few growth areas. First, SLLIS must use its Scope and Sequence documents, which align ACTFL standards by grade level, to set reasonable targets for each grade level for the French, Spanish, and Chinese programs. SLLIS is currently working with its target language staff - and Informed Improvement - on this target-setting process. Final targets will be included in the SLLIS 23-24 CSIP, which is linked as an Appendix to this application.

Plans for the Coming Charter Term

Looking ahead, SLLIS intends to heighten its focus on fidelity to implementation of the dual language model - despite the pause during the 2020-2021 school year - with a focus on increasing the number of students who are achieving the national average on the AAPPL test in 2023-2024 and beyond. As mentioned previously, SLLIS is working on these targets with its target language staff and Informed Improvement.

With an expansive look at all areas of instruction and learning at SLLIS - and after reviewing data and collecting feedback from the staff and community from 2019-2020, 2020-2021, 2021-2022, and 2022-2023 - it is very clear that there are programs at SLLIS that require increased fidelity in implementation to be fully successful and help the school realize its goals. This was determined through the 2023-2024 annual planning process, which included staff surveys and data analysis. Through this process, it was evident that comprehensive review of SLLIS' systems for PBIS, attendance, and classroom level expectations and how they're reinforced will benefit from a reset and ongoing follow-up to ensure fidelity.

The first goal in the CSIP establishes a focus on fidelity to systems which will serve as a foundation for improved teaching and learning and thus, stronger student outcomes. Classroom walkthroughs, formal observations, and oversight of building level leadership have all indicated that many systems and programs were not being implemented with strong fidelity. For example, SLLIS must ensure a stronger culture of attendance in order to improve performance in this area. This starts with fidelity to the attendance procedure - and an understanding of the importance of attendance among SLLIS' international staff, many of whom have expressed their questions about the importance of attendance in professional learning settings. Next, SLLIS must also consider its universal expectations - and the tools with which classroom teachers reinforce these expectations along with their classroom systems. To that end, SLLIS will implement a robust PBIS structure for 2023-2024 and will ensure Teach Like A Champion training for all classroom teachers. These measures, while not necessarily curricular, will set the stage for fidelity to curriculum and the Dual Language Model. The new SLLIS Principal and his instructional leadership team will follow the CSIP and use all the implementation and tracking tools that are embedded within that plan to ensure fidelity.

In SLLIS' 2023-2024 CSIP, the following goals have been established when it comes to the priority of fidelity in implementation: By the end of the 2023-2024 school year, SLLIS will implement the programs listed below with 90% or higher fidelity rate using the metrics listed below for each system.

- Attendance procedures: Daily attendance taking rate of 95% (staff), both manually and electronically
- Tier 1 Universal Expectations: Tier 1 universal expectations are measured with 90% fidelity in every single classroom as measured by walkthroughs.
- Teach Like A Champion Strategies: Focus strategy/ies is/are visible in 90% of classrooms as measured by walkthroughs.
- Dual language model implementation: Focus features of the model are visible in 90% of classrooms as measured by walkthroughs.

Insofar as longer term planning, SLLIS' future charter term performance contract goals and its Strategic Plan through 2026 will provide guidance.

Academic and Behavioral Supports

SLLIS utilizes Multi Tiered Systems of Support (MTSS), as outlined below. All teachers, staff members, and instructional administrators adhere to the tiered systems model. When challenges arise with behavior or academics at the Tier 3 level, the Student Success Team Process is utilized to provide students with interventions and support. The Student Success Team is a critical component of the MTSS framework at SLLIS.

The Student Success Team

To successfully implement a tiered system of support, schools must cultivate a collaborative school culture in which all staff take responsibility for the success of all students. As part of this collaborative culture, it is important that staff have time, a place, and a process for engaging in collaborative problem-solving. SLLIS' Student Success Team (SST) encourages such collaboration among staff to ensure that all students are having all their needs met in safe and supportive learning environments and are able to be successful in and out of school.

SLLIS' SST is a problem solving and progress monitoring team which assists students, families and teachers in seeking positive solutions for maximizing student potential once all school-wide Tier 1 and selected Tier 2 supports have been exhausted. It provides an opportunity for concerned individual team member(s) to present their concerns about behavior, academics, attendance, health or social/emotional issues; plan a positive course of action; assign responsibilities and monitor results.

How Students are Considered for SST

A student should be considered for referral to the SST after school-wide (Tier 1) and targeted (Tier 2) supports have been exhausted and the student continues to demonstrate inadequate progress in the areas of academics, behavior, physical / mental / health or attendance. Students can be referred directly by their parents/ guardian or by a staff member through the SST facilitator, the school psychologist. In the past, many have perceived their SST process as a vehicle for expediting students into Special education. In reality, the SST is intended to assist students in becoming more successful so as to avoid Special education whenever possible.

How the SLLIS SST Problem-Solves

Define the Problem

- Prioritize problems and choose the one of the greatest concern
- Create a specific and observable description of the behavior (academic / social)

Analyze the Problem

- Gain a clear understanding of the causes of the problem
- Identify relevant obstacles
- Develop a goal to address the problem (observable and measurable)

Generate Solutions

- Brainstorm and evaluate possible solutions
- Make sure solutions directly address the identified problem

Implement the Plan

- Select a research-based intervention
- Assign roles
- Model intervention

Progress Monitor

- Select a method/tool to systematically monitor the student's progress toward the written goal(s) (daily observation/log, weekly assessment of a specific skill, etc.)

Evaluate the Intervention

- Review progress monitoring data
- Determine the appropriate next steps

Defining the Student Success Team

The SST meets twice monthly. The team consists of the Special Programs Director, Psychologist, Social Worker/Special Education Teacher, Speech-Language Therapist, Occupational Therapist, Interventionist, and Behavioral Health Therapist.

How the SST Chooses Interventions and Monitors Progress

Once an SST has reviewed all relevant data, heard from the sending teacher and/or family member, identified available supports and resources, and brainstormed potential interventions and/or extension activities, the team develops an action plan. Action plans include recommended interventions or activities, how they will be implemented (by whom, how often, in what setting[s], and for what period of time), and how they will be evaluated, including what data will be collected.

When the SST has agreed on a strategy or course of action for addressing an issue, a follow-up meeting is scheduled to assess the effectiveness of the chosen intervention or activity, preferably within 4-6 weeks. At these meetings, SST members give updates

on action items from previous meetings, look at multiple sources of data regarding student progress, and decide on next steps.

At follow-up meetings, SSTs may decide to: 1) continue the current intervention with the same or increased frequency and intensity and monitor the student's or students' progress; 2) try a new intervention if the current strategy is not having the desired effect; 3) bring the SST process to a close if the issue has been resolved to the team's satisfaction; or 4) refer the student for a special education evaluation if there is evidence that a student is struggling as the result of a disability. The first three options also apply when assessing extension activities.

Questions that an SST may ask when reviewing data to choose an intervention or evaluate its effectiveness:

1. Does the intervention match the student's or students' needs?
2. Is the intervention evidence-based and does it have proven results with students with similar issues?
3. What types of evidence were collected to measure the effectiveness of the intervention?
4. Did the student(s) experience academic and/or behavioral success as a result of the intervention?
5. Was the intervention implemented for a sufficient amount of time?
6. Is there evidence that suggests they should continue with the same intervention or try a new intervention?
7. Are there resources available to support the student or his or her teacher that have not been considered?

Further information regarding the SLLIS Student Success Team can be found in the SLLIS Student Success Team Handbook, which was written in 2022-2023.

Tier 1: Universal Expectations

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and baseline and to identify struggling learners who need additional support.

For Social and Emotional learning, teachers complete referral forms in Panorama to document ongoing challenging behaviors that require attention. This is helpful on an individual level to ensure that student data is collected and can be used for

intervention. Looking schoolwide, it is used to identify trends and to provide the PBIS team with the data necessary to make decisions on next steps across campus.

In the past, SLLIS has used the list of Tier 1 structures detailed below to ensure that classrooms are universally equipped to serve students from an academic, social, and emotional perspective. With a new Principal in 2023-2024, this set of Tier 1 Structures may be adjusted.

Rules, Routines, Schedules (Visual Supports)
Classroom rules are posted, connected to school-wide expectations, and number 5 or fewer.
Rules are measurable and observable, are positively stated, and include student voice.
There is evidence that rules have been taught and practiced.
Evidence of routines/procedures for each part of the day in the classroom are available and when relevant connected to school-wide expectations and routines.
Adult and student routines exist and include student voice.
There is evidence that routines have been taught and practiced.
There is an effective attention signal, both verbal and visual, used in the classroom.
Class schedule is posted and referred to often.
Schedule includes all student activities, and the order of highly to lesser preferred activities is considered.
Individual student schedules are accessible when needed, promote independence, and provide for clear transitions.
Physical Environment
Classroom has established and defined instructional areas that provide clear, visual boundaries and communicates expectations for achievement.
The classroom environment is culturally relevant, enriched with materials that are engaging, motivating, and meet the needs of all students.
There are opportunities for movement within the room.
Accommodations are provided to meet individual student needs.
Teacher/Student Interactions
Positive to negative/corrective teacher to student interaction ratio is at least 4:1.
Students are reinforced for appropriate behavior following classroom rules both individually and class-wide (using behavior specific praise and incentives).

There is evidence the teacher, paraprofessionals, and other adults use a consistent continuum of consequences for inappropriate behavior.
Appropriate behaviors are taught to replace inappropriate behaviors.
Teacher actively supervises students (scan, interact, move).
Appropriate strategies to prevent, de-escalate behaviors, and address crisis situations are utilized to promote the care, welfare, safety, and security of all.
Instructional Strategies
There is evidence of daily, weekly, and yearly lesson planning in academics, social skills, functional skills, vocational skills, and materials are ready for instruction.
Evidence-based strategies are used to increase student engagement and opportunities to respond.
Student choice is embedded into instruction.
Instruction is skillfully differentiated for a variety of learners.
Evidence of Universal Design for Learning - visual, auditory, and kinesthetic learning styles are used to plan for strengths-based instruction.
There is evidence that a variety of instructional formats are used, including small group, individual, large-group, student initiated and teacher-directed.
Downtime is minimized or used to improve age-appropriate leisure and social skills.
The pace of instruction is appropriate to promote active student engagement.
There is evidence that technology is used to promote student engagement, and that digital citizenship has been taught.
Assistive technology and augmentative communication are utilized based on individual student needs.
Communication System
There is an effective communication system for students, staff and families.
There is evidence of regularly scheduled team meetings with the use of agendas and minutes.
If there are paraprofessionals in the classroom, they receive specific and direct instruction regarding their responsibilities to the students.
Data/Learning Outcomes
There is evidence of both formative and summative assessments to guide curriculum planning.
Behavior and academic data are collected weekly for both individual student and class-wide in order to guide planning and decision-making.

There is evidence of classroom learning systems/continuous improvement implementation. (PDSA, student data folders, student engagement)

Treatment integrity and social validity data are regularly used to assess staff effectiveness and implementation of instruction.
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Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. These interventions are provided in small-group settings in addition to instruction in the general curriculum. The classroom teacher provides these interventions through a part of the dual language model framework called Conceptual Refinement. While the rest of the class is working on a task related to the day's learning or a writing assignment, students who require additional support to master core content work in small groups with the teacher in Conceptual Refinement.

In the early grades (kindergarten through 3rd grade), interventions are usually in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered through the SST Process for more intensive interventions as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. For the coming year, SLLIS will use a trained Math Interventionist for math intervention and its Elementary Generalist (who also serves the Bridge to French Program) to provide reading intervention. Students who do not achieve the desired level of progress in response to these targeted interventions may then be referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Tier 3 in particular has been challenging to implement at SLLIS in recent years due to staffing. There have been some limited opportunities for Special Programs team members, such as special education teachers, to work with students who may require Tier 3 support but who do not have an IEP. However, given SLLIS' academic data and the number of students who currently score as Basic and Below Basic, the overall focus

has been on high-quality Tier 1 instruction at the classroom level with an emphasis on the Tier 1 structures detailed in the [Tier 1: Universal Expectations](#) section.

In 2023-2024, SLLIS will welcome a Math Interventionist for the first time ever. She will work with small groups of students who will be identified using SLLIS' newly developed Entrance and Exit Criteria for Tier 3 intervention. The Math Interventionist will report to the Special Programs Director. The Elementary Generalist will report to the Principal and will serve the Bridge to French Program students for science and social studies. Her remaining time will be dedicated to reading intervention.

Next Steps

When it comes to behavioral and academic intervention, SLLIS must reflect on its data and develop intentional practices to ensure student success. 2022-2023 data indicate that 30.8% of students are Proficient or Advanced in Math, and 38.8% of students are Proficient or Advanced in Reading. Moreover, staff and student survey data and Panorama incident reports indicate that the Tier 1 systems at SLLIS are not currently being implemented with fidelity.

In the 2023-2024 school year, SLLIS is taking strides to address these challenges. First, SLLIS' new principal will be immediately responsible for the Tier 1 environment across campus and in each classroom. He will work with Assistant Principals to ensure a strong Tier 1 environment for every learning space, and PBIS will be a central focus for the implementation of Tier 1 measures. Once fidelity is established for the PBIS system and Tier 1, he and the rest of the Instructional Leadership Team will work on fidelity to the Dual Language Model and the written curriculum. These research-based strategies will ensure a strong Tiered System and that all students are accessing the taught curriculum, which will in turn promote stronger student outcomes. Implementation of the Student Success Team will also continue in 2023-2024.

A.5 Assessment

SLLIS' assessment program has changed during the current charter term in that it has become more robust and comprehensive. When SLLIS began the charter term, the assessments being utilized did not include the AAPPL or Star. SLLIS has added these assessments (replacing the NWEA with Star in 2020-2021) to ensure a comprehensive assessment approach.

Assessment Philosophy

Through collaboration between the Board of Directors, the instructional leadership team, educators, parents, and students, SLLIS' assessment practices empower students

along their individual pathway of learning and becoming bilingual and biliterate. In order to ensure a systematic approach to assessment, SLLIS implements a local assessment plan which supplement the state-level testing - without duplicating it. SLLIS' internal assessments provide insights to teachers regarding what learning has and has not been mastered. Data from assessments is routinely used to diagnose areas of strengths and to customize instruction to address the needs of the students.

Use of Data

SLLIS utilizes the data from all the assessments described in the following pages in order to inform decision-making and better serve its students. Data from summative assessments such as the MAP and AAPPL provide comprehensive information and are therefore used for annual planning purposes, especially for the CSIP and annual Federal Program plans. The creation of these plans is a collaborative process that involves multiple data sources and the engagement of all stakeholder groups at SLLIS.

Administrators routinely guide staff through the review of interim and formative assessments, such as Star, iReady, and SIPPS. These assessments are reviewed during Professional Learning Community (PLC) meetings in order to inform instruction and classroom practices on an ongoing basis. The Professional Learning Communities structure at SLLIS will be discussed in detail in the [Professional Development](#) session of this document.

The tables below describe the details of the assessments that SLLIS administers each school year.

Required Assessments

Assessment Name	Overview/ Purpose	Population	How Data is used and shared	Estimated student Time required	Assessment window
MAP	As a part of the state assessment plan, end-of-grade summative assessments provide information regarding student attainment of Missouri Learning Standards in English Language Arts, Mathematics, and Science.	Grades 3,4,6,7 (English Language Arts & Mathematics) Grades 5 & 8 (English Language Arts, Math & Science)	Student-level reports are provided to families. Data is used at the state level for accountability and at the school and classroom level to monitor and improve instructional programs	Grades 3,4,6,7 (approximately 3 hours) Grades 5 & 8 (approximately 7-8 hours)	Spring
WIDA Screener	As part of the federal requirements, districts are required to identify incoming students who qualify as English	Grades K-8	Data is used to provide instructional support for ELL and classroom teachers	2 hours	Initially in the Fall for K; K-8 ongoing as they enter the

Assessment Name	Overview/ Purpose	Population	How Data is used and shared	Estimated student Time required	Assessment window
	Language Learners (ELLs).				building
ACCESS	As part of the state assessment plan, the assessment evaluates student English language proficiency in listening, speaking, reading, and writing for English Language Learners.	Grades K-8 Students eligible for ELL services	Data are returned to the school in the spring of the school year. Student-level reports are provided to families. Data are used at the state level for accountability and at the district/school/class level to monitor and improve programs.	2 hours	January- February
Dyslexia Screenings	As part of RSMo 168.400, the screener identifies students at risk for dyslexia and reading difficulties and students on track for successful reading outcomes. Screening data are used to make decisions about the level of instructional support students need. Screener assessment tool utilized: Renaissance STAR Early Literacy (K-2) & Renaissance Star Reading (3-8) Screener used for identification of specific foundational areas: Aimsweb	K-3 every year Grade 1-3: within the first 30 days of school Kindergarten: No later than January 31st Any student K-3 who transfers from a school within the state that has not been previously screened. Any student K-3 who transfers from another state and cannot present documentation that the student has had previous screening. A student in grades 4-8 who is experiencing consistent difficulty in the areas of reading.	Student-level reports are provided to families who require further screening (through Aimsweb). Data is used at the state level for accountability and at the school and classroom level to provide instructional support in reading skills as needed.	25 minutes	Fall, Winter, Spring

Internal Achievement Assessments

Assessment Name	Overview Purpose	Population	How Data is used and shared	Estimated student Time required	Assessment window
Renaissance Star Early Literacy Star Reading Star Math	All students in grades K-8 (Early Literacy/Reading) and 1-8 (Math) are assessed 3 times annually to measure student learning. This nationally normed computer-based adaptive assessment provides valuable information to teachers and students regarding growth and progress toward skill attainment.	Grades K-2 (Early Literacy; Grades 3-8 (Reading) Grades 1-8 (Math)	Performance data are available in real-time and are used to adjust instruction. Overall scores can be generated along with specific reporting at the learning standard level. Results of these common assessments help drive continuous improvement efforts within the classroom, school, and district. Results are also used as a dyslexia screener.	25 minutes per subject per assessment	Fall, Winter, Spring
AAPPL	The ACTFL Assessment of Performance towards Proficiency in Languages (AAPPL) addresses the World-Readiness Standards for Learning Languages.	Grades 3-8	Scores are returned to the district approximately 2 weeks following the assessment. Scores are reported on ACFFL's proficiency continuum. Data are shared with students, families, and teachers. Scores are also used as criteria for the Pathway to Biliteracy Awards.	2 hours	Winter & Spring

Curriculum-Based Assessments

Assessment Name	Overview/ Purpose	Population	How Data is used and shared	Estimated student Time required	Assessment window
I-Ready Math	Diagnostic assessment that places students on an individualized learning path within the i-Ready program.	K-8	Used for planning; shared with families.	1 hour	Fall, Winter, Spring
Benchmark Advance	Weekly and unit assessments to assess mastery of unit learning objectives.	K-6	Used for planning; informs grades shared with families.	~1 hour weekly	Ongoing
Expeditionar y Learning ELA	Mid-module and end-of-module assessments that assess mastery of unit learning objectives.	7-8	Used for planning; informs grades shared with families.	~1 hour weekly	Ongoing
SIPPS	Places students at entry points to program for Tier 2 instruction. Mastery tests at various points throughout the	K-3	Placement assessment used to create Tier 2 groups.	15 minutes	October (1-3) January (K) Ongoing

Assessment Name	Overview/Purpose	Population	How Data is used and shared	Estimated student Time required	Assessment window
I-Ready Math	Diagnostic assessment that places students on an individualized learning path within the i-Ready program.	K-8	Used for planning; shared with families.	1 hour	Fall, Winter, Spring
	program to inform teacher planning.		Mastery tests to inform teacher planning and remediation.		throughout SIPPS program instruction

How SLLIS Uses Assessment Data

SLLIS uses assessment data in a variety of ways. For curriculum-based assessments, teachers used this information on a regular basis to track student progress in content areas. This data is collected routinely and is reviewed and analyzed in Professional Learning Communities.

For Star assessments, SLLIS collects this data three times per year. At the classroom level, teachers review individual and class-wide data to identify areas of strength and areas for continued improvement. Students use the Star data for reading and math to set their own growth goals for each assessment period. Teachers also use the individual data from the Star and the AAPPL to communicate with parents regarding students' progress. The SLLIS Strategy Team and Board also review Star data routinely to analyze student growth and draw conclusions regarding how math and reading instruction is proceeding on a schoolwide level.

Finally, MAP data is used on an annual basis not only for accountability purposes, but also to help SLLIS leadership team members and the Board analyze the data by student group, identify trends, and ensure that SLLIS is improving as a school by [promoting student growth in the areas assessed.

Next Steps

When it comes to assessment in the target languages, SLLIS' current assessment program is somewhat limited. The AAPPL test, though aligned to standards and nationally normed, is only designed for students in third grade and above. As such, SLLIS will identify stronger assessment programs for grades K-2 in the target languages beyond the online learning platforms the school currently implements in the target languages.

In its next charter term, SLLIS will also begin to enroll new students in Grades 2-5 in The Bridge to French Program. The Bridge program will allow new students to engage with their immersion peers for the English portion of the day at SLLIS. Each morning, they will join a classroom with a bilingual French Program teacher, and they will complete their English Language Arts and Math instruction in English with their immersion peers. In the afternoons, Bridge students will learn Science and Social Studies in English while their immersion peers take these classes in a separate setting in French. Bridge students will also have an Introduction to French Language course each day while their peers take French Language Arts.

Given that there will be new language learners in French through the Bridge Program, it will be necessary to ensure that all students in The French Program are assessed on a quarterly basis at minimum and that their progress is measured against the French Language Scope and Sequence, which is aligned to the ACTFL (American Council on the Teaching of Foreign Languages) standards. This will ensure that students are moving from the Bridge program into the French immersion environment when they have mastered an appropriate amount of French language and are prepared for the transition. Detailed information regarding these assessment practices for the Bridge program is included in [The French Program Instructional Guide](#) and SLLIS' overall [Assessment Plan for 2023-2024](#).

Additionally, in the next five years, SLLIS will continue to build capacity in its teachers when it comes to data-driven instruction. In PLCs, teachers will continue to use the curriculum-based and formative assessment data to determine next steps for their instruction. At first, the methods for accomplishing this will be modeled by instructional leaders. Eventually, these methods will be teacher-driven. Details about how this will be implemented are described in the [Professional Development](#) section, which follows here.

A.6 Professional Development

Process and Overview

SLLIS used Killion's "Seven Step Process" as defined in *Professional learning plans: A workbook for states, districts, and schools* to develop its Professional Learning Plan for 2023-2024. This plan is fully aligned to the 23-24 CSIP. The first step in the planning process is to complete a comprehensive data review. SLLIS accomplished this in Spring 2023 when planning for the CSIP; the table below summarizes the Spring 2023 timeline.

Annual Comprehensive Planning Process 2023-2024 Planning Timeline	
Date	Item
March 3	Overall outline of process completed
March 7	<ul style="list-style-type: none"> • Strategy Team meeting to review overall planning process • Finalize annual surveys for staff and families
March 15	Distribute family and staff surveys
March 17	Templates prepared for CSIP
April 5	Community Planning Meeting and Comprehensive Data Review 9-10:30 at SLLIS
Apr 11, 2023	Strategy Team Planning Meeting and Comprehensive Data Review
April 14 (PL Day)	All-Staff Planning Meeting and Comprehensive Data Review 90 minutes
April 15 -30	Plans drafted and finalized
May 1	<ul style="list-style-type: none"> • Final plans shared with leadership team and staff • CSIP sent to DESE contact for review and feedback
June 30	Deadline to submit Federal plans on DESE's website
August 2023	<ul style="list-style-type: none"> • Board approval of CSIP • CSIP due to DESE

As a result of the Comprehensive Data Review and Planning Meetings in April, SLLIS worked with its stakeholders in the process to identify the greatest areas of need. The Prioritized Needs for 2023-2024 are summarized in the table below.

	What we will do	How we will do it
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<p>Prioritized Needs for the School</p>	<ol style="list-style-type: none"> 1. Strengthen attendance procedures; create a positive culture of attendance 2. Implement strong universal expectations; ensure strong tools for reinforcement in every classroom 3. Provide ongoing, supportive professional learning, including routine coaching and personalized support for every single teacher 4. Grow students' capacities in reading, math, and languages 5. Deepen community engagement 	<p>Fidelity to systems</p>
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Step 2

The second step for the seven-step cycle is planning for professional learning and “identifying characteristics of community, district, school, department, and staff” (Killion, 2013, p.6).

SLLIS' staff currently hail from 13 different countries and speak a total of 16 different languages. Over 60% of the staff require work authorization to maintain employment in the United States. While over 95% of staff members at SLLIS are certificated in the area in which they are teaching, many of these degrees and certificates come from an education system outside of the United States. As such, teachers arrive at SLLIS' door with varying degrees of understanding regarding public education in the United States, best practice in American classrooms, poverty, and the history of systemic challenges in the United States. These varying cultural experiences and perspectives make SLLIS unique, but they also contribute to a much greater degree of challenge when it comes to Professional Learning and ensuring all SLLIS teachers are equipped to serve in a United States classroom in a public charter school.

SLLIS also faces a capacity building challenge in the area of Professional Learning. While SLLIS' staff come to the school with a wealth of diverse experiences, they must be prepared to teach students, frequently from high-need backgrounds, in a United States elementary school classroom. This comes with a significant learning curve, especially for how to use data to drive instruction and how to provide research-based literacy and math instruction to all students.

Staff culture survey data indicate that the teachers and staff are eager for a more comprehensive Professional Learning experience. Their responses to surveys and in the

April planning sessions indicate that they would like a more personalized professional learning experience.

This context requires that SLLIS take an approach to Professional Learning that is simultaneously individualized by teacher and normed across all staff. It must be customized, but it must also allow SLLIS to build understanding around a set of norms, cultural understandings, and shared language that will ensure teachers are equipped with the foundational knowledge to excel. At the same time, it must help teachers build capacity in various ways that they may not have experience while working overseas.

In the CSIP process, the analysis of data guided the team to focus on the following objectives:

1. By the end of the 2023-2024 school year, 90% of students will attend school 90% of the time as measured by the Missouri 90/90 standard.
2. By the end of the 2023-2024 school year, SLLIS will implement the programs listed below with 90% or higher fidelity rate using the metrics listed below for each system.
 - a. 90% of classrooms will have the currently required PBIS and Tier 1 universal expectations visibly in place, as measured on a weekly basis with data analyzed with the full staff monthly.
 - b. 90% of classrooms will have Teach Like A Champion (TLAC) focus strategies visibly in place, as measured on a weekly basis with data analyzed with the full staff monthly
3. By the end of the 2023-2024 school year:
 - a. Reading: SLLIS' overall NCE on the Star Reading assessment will increase from 46.2 to 47.
 - b. Math: SLLIS' overall NCE on the Star Math assessment will increase from 48.6 to 49.5.
 - c. Notes on SLLIS' use of NCE
 - i. Informed Improvement recommended setting a goal by measuring NCE as it relates to student achievement on the Star assessment.
 - ii. On the Star, The Normal Curve Equivalent (NCE) is calculated by converting each student's score to a scale which compares their score to all test takers in the United States in the same grade level. An increase in NCE score corresponds to the increase in student achievement being greater than that of the reference population of test takers in the United States.

4. By the end of the 2023-2024 school year, SLLIS teachers' perceptions of coaching and professional learning will improve, as measured in the following ways:
 - a. Staff and teacher positive perceptions of Feedback and Coaching will increase as measured by the Panorama end of year survey. The Feedback and Coaching results depict perceptions of the amount and quality of feedback faculty and staff receive. This information will be pulled from the Panorama summary document as opposed to each question.
 - i. Staff positive perceptions of Feedback and Coaching will increase from 69% to 76%
 - ii. Teachers positive perceptions of Feedback and Coaching will increase from 43% to 50%
 - b. Staff and teacher positive perceptions of Professional Learning will increase as measured by the Panorama end of year survey.
 - i. Staff will increase from 60% to 67%
 - ii. Teachers will increase from 36% to 43%

Additional Objectives for Teachers and Administrators

- Teachers:
 - Improve achievement by implementing:
 - Positive Behavior Intervention and Support systems across all areas of campus
 - Teach Like A Champion Strategies (8 effective classroom practices)
 - Dual language instructional practices (engagement, dual language instruction, proper use of curricular materials and pacing)
 - Improve achievement by practicing:
 - Collective efficacy (evidence of ownership & change in language)
 - Improve achievement by increased collaboration and data study (PLCs)
- Principals:
 - Improve achievement by providing quality, consistent feedback to all teachers through walkthroughs and the Coaching Plan
 - Ensure strong fidelity to attendance, PBIS, TLAC, and Dual Language Model
 - Implement PLCs and facilitate data study to promote collective efficacy

Per the guidelines established in *SuperVision and Instructional Leadership: A Developmental Approach*, SLLIS structured the professional learning plan on schoolwide, group, and individual professional learning structures. This also aligns

directly to SLLIS' tiered needs for Professional Learning: to norm language and practices across the whole campus, to provide opportunities for capacity building and collaboration, and to ensure that professional learning is customized appropriately for individual teachers.

Types of Professional Learning at SLLIS	
Individual	Individual professional learning involves a coaching relationship between the teacher and their direct supervisor or coach. Current coaching team members include Assistant Principals, Principal, and the Director of Special Programs.
Small Group	Teachers and staff gather in small groups for professional learning in the following settings: <ul style="list-style-type: none"> • Grade Level Teams: Teachers in the same grade level meet routinely to review student data and determine next steps for their instruction. • Professional Learning Communities: Teachers and staff meet with varying groups and review topics related to data review, curriculum and pacing, and Dual Language implementation.
All Staff	All-staff professional learning occurs on calendared Professional Learning days. The Instructional Leadership Team focuses learning opportunities on these dates on staff feedback and the overall School Improvement Plan for the year. This always includes required annual trainings, but it also includes Dual Language Training, support for curriculum implementation, and curriculum development.

Specialized Components of the Professional Learning Plan

SLLIS' Mentor Plan

SLLIS' Talent Director develops and implements the SLLIS Mentor Program in collaboration with the Principal. The program includes all required components for the DESE Mentorship Model and includes teachers in their first two years of teaching at SLLIS. The group meets five times per school year with SLLIS administrators facilitating discussions about challenges new teachers are experiencing, best practices for parent communication, classroom management, and student support, and the review of data through protocols.

SLLIS' Coaching Plan: Get Better Faster (Individual Professional Learning)

In 2023-2024, SLLIS will use *Get Better Faster* to implement Cognitive Coaching for all teachers. The Principal and three Assistant Principals will implement this program starting in Quarter 2. Once the program begins, SLLIS teachers will receive a minimum of one coaching and feedback session every two weeks.

Implementation of ABC in Professional Learning Communities

Initial training for staff of instructional strategies regarding positive behavior, cultural proficiency, and ELA and math curriculum will occur at the beginning of the school year. The real work, however, will be done throughout the school year in weekly PLC meetings. This is the time teachers will use to collaborate with each other to analyze student achievement data, share instructional methods that have worked, and problem-solve issues.

In order to understand how daily happenings in the classroom are affecting students, each teacher will be responsible for sharing data for struggling students based on an ABC model: Attendance, Behavior, and Classroom performance. We do this because first, students must be at school in order to learn. Second, their behaviors must be ones that are conducive to learning. Third, the instructional strategies used must be ones that help all students learn. Attendance data will be gathered based on whether or not students are currently on target to meet the 90% goal. Behavior is tracked through office referrals and suspensions. Classroom performance is based on how students score on common pre and post assessments for ELA and mathematics. Teachers will use the strategies they have learned to reflect on what has worked and brainstorm ideas for helping targeted students improve in each area. Administration will attend these meetings and offer support. Together, staff will analyze data for targeted students to try and figure out the root cause for each student's poor or at-risk achievement.

Professional Learning Timeline

SLLIS' Professional Learning Plan also includes a timeline that demonstrates how all components of the Professional Learning Plan fit together in the time that SLLIS has allocated for Professional Learning activities. The full Professional Learning Plan and Timeline can be found in [Appendix D](#).

Current Professional Learning Feedback

Building teacher capacity has been and will remain an area of focus when it comes to SLLIS Professional Learning. In recent years, staff climate and culture survey data has indicated that teachers and staff are not fully satisfied with their professional learning experience. While classroom teachers' Panorama survey results indicate that they are

the 0-19th percentile when it comes to satisfaction with Professional Learning and in the 20th-39th percentile when it comes to satisfaction with Feedback and Coaching, specialized staff who report to the Director of Special Programs' satisfaction ratings for these same categories jumped 22 and 45 percentage points, respectively, this year. Currently, specialized staff members' satisfaction for Professional Learning is in the 80th-99th percentile and satisfaction for Feedback and Coaching is in the 60th-80th percentile. One inference to account for this large increase in satisfaction is the leadership and guidance from SLLIS' Special Programs Director, who joined SLLIS' team for the 2022-2023 school year. As SLLIS welcomes a new Principal for 2023-2024, the leadership team will seek to replicate these positive results among classroom teachers. In the CSIP, the strategies for replicating the success of the Special Programs Director's approach include the relationship-building and individualized coaching and support that feedback survey results show are necessary. The new Principal will hold 1-1 meetings with every teacher every week, leverage the new Avo program to further build personal relationships and recognize staff, and will work to provide individualized professional learning for all staff members.

A.7 Performance Goals

Please see Appendix A.

A.8 Special Student Populations

SLLIS' Special Programs Team

SLLIS Special Programs Team consists of a Director and a robust group of support staff who provide numerous supports to the SLLIS community. Nearly all these team members are SLLIS employees, creating a truly unique setting where SLLIS' entire campus benefits from the expertise of highly specialized support staff. While the Director position is new to SLLIS in 2022-2023, the rest of SLLIS' full time Special Programs staff has been a part of SLLIS' team for longer than the current charter term. SLLIS began contracting a full time Nurse in 2020-2021 and a full time Behavioral Health Therapist in 2021-2022 (this replaced a former ESC position through partnership with a different department at BJC). Both the Nurse and Behavioral Health Therapist positions are funded through the Healthy Kids Healthy Minds grant with BJC.

Positions on the Special Programs Team

SLLIS' Special Programs Team currently includes the following full time positions: Director of Special Programs, School Psychologist, Social Worker, two Special

Education Teachers, Speech Language Pathologist, Occupational Therapist, and three paraprofessionals. SLLIS also contracts a full time School Nurse and Behavioral Health Therapist through a grant with BJC.

Special Student Populations

The SLLIS Special Programs Team serves numerous special student populations. The details for services for these groups of students are listed below. These populations have been a consistent part of the SLLIS population since SLLIS was founded and launched its first school year in 2009.

Special Population	Current Number of Students Served	Description of Services
Students with IEPs	33	The IEP describes the plan for the student's educational programming, including current performance levels, student goals, and the educational placement and other services the student will receive.
English Language Learners	49	ELL services and instruction enable English language learners (ELLs) to become proficient and fluent in the understanding, reading, listening, speaking, and writing of the English language through the development of literacy and academic skills in grade level content areas.
Students with 504s	2	A 504 Plan ensures that students who have disabilities receive the accommodations necessary to have fair and equal access to educational services and prevent discrimination. 504 plans are formal plans that schools develop to provide students with disabilities the support they need - this includes any condition that limits daily activities in a major way.
McKinney Vento students	2; 4 including Pre K	The McKinney-Vento Act ensures educational rights and protections for homeless children and youth and requires schools to enroll students experiencing homelessness immediately, even if the student is unable to provide documents that are typically required

		for enrollment and provide necessary supports including transportation as needed and additional resources/supports.
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B. Management and Operations

B.1 Governance, Management, and Operations

Progress during the charter term

SLLIS' Board has made immense progress during the current charter term. First, the Board expanded its membership from seven members in 2018 to 11 members in 2022-2023. Currently, the Board has again adjusted membership to 8 members due to a new law requiring Missouri residency for Board Members and to respond to family health issues that resulted in board members' stepping down recently. SLLIS fully expects to have new board members soon. The Board currently has expertise in multiple areas and has intentionally sought out expertise most recently in Building and Grounds Management and Marketing. The addition of these new members has become a procedure-oriented process by which the Governance Committee systematically reviews the board for ensuring a well-rounded representation of the SLLIS community and a variety of skill sets so that potential board candidates can be reviewed. The Governance committee then follows the process and makes recommendations to the full SLLIS Board to approve new members. Upon joining the board, new members receive a school tour, a board member contact, and a Board Handbook to support them as they are onboarding. The Board Handbook includes a welcome packet, assistance with SIMBLI and email accounts, responsibilities and Sunshine Law and help to complete board member requirements such as background checks and fingerprinting. The Handbook also includes SLLIS history and background information, board member and administration staff biographies, and board calendar, the SLLIS Mandate, and the policy manual.

Once SLLIS relocated to 1881 Pine, the Board added the Building and Grounds Committee, which exists to ensure strong oversight of the educational facility and campus at 1881 Pine Street. Larger facilities projects that are more expansive in scope than routine maintenance projects are reviewed routinely by the Building and Grounds Committee.

The Governance Committee has accomplished numerous milestones during the current charter term. First, the Governance Committee rewrote the SLLIS Board Bylaws. This finalized, board-approved document was incorporated into the SLLIS Policy Manual, which now includes all required policies for a charter school in Missouri. The Governance Committee has also established a policy review calendar whereby each

policy series (Human Resources, Operations, Governance, and Finance) is reviewed and updated once every two years.

During the current charter term, the Board also adopted a board management system called Simbli. This system ensures strong retention practices when it comes to board records, and it allows the Board to view all agenda items and the board packet electronically for each monthly meeting. The system also allows for pull down webinar training options to be available to board members on topics such as the Missouri Sunshine Law and Board Member Roles and Responsibilities.

Board Self-Assessment Results

The SLLIS Board Governance Committee has as part of its charge the review of the board in regards to skills, diversity, participation, and alignment with the SLLIS mission and board responsibilities.

Therefore, the governance committee developed two assessments (one individual self-assessment and one overall board assessment) that are sent out for completion annually. Current/ assessment questions are below:

- Overall Board Assessment questions:
 - Has the board maintained and promoted a commitment to the mission and vision of the Saint Louis Language Immersion School, promoting academics and bilingual global citizenship?
 - Does the board examine the long-range or potential precedent setting implications before making important decisions?
 - Does the board clearly differentiate between board level involvement and micro-management of the day-to-day administration of the school?
 - Has the Board worked collaboratively in setting goals and development of strategic planning for the school's long term academic and community success?
 - Has the Board provided fiscal contributions to the school and promoted community fiscal support for the school?
 - Does the Board encourage and support board members in growth and improvement through conferences/trainings/seminars on board development?
 - Does the board regularly review important documents and statements, such as by-laws, policy, and board manuals?
 - Does the board regularly monitor for local state or federal legislative changes which might affect the school?
 - Please add any other suggestions, concerns, or comments about the SLLIS Board of Directors below: (open-ended answer space).

- Individual Board Assessment questions:
 - To the best of your ability, have you demonstrated a commitment to the mission and vision of the Saint Louis Language Immersion School through his/her time and actions?
 - To the best of your ability, have you participated actively in the direction and policies of the school, including demonstrating a commitment to be independently knowledgeable about school matters without undue reliance on staff?
 - To the best of your ability, have you acted in ways that include cooperatively working with fellow board members, focusing on the good of the organization and not personal agenda?
 - To the best of your ability, have you participated in professional development training in areas that benefits the board knowledge for the duties and responsibilities of being a member of the SLLIS Board of Directors? Please provide examples in comments section.
 - To the best of your ability, have you attended most board meetings and demonstrated a professional demeanor in communications with board members, parents and school staff?
 - Please add any other suggestions, concerns, or comments about the SLLIS Board of Directors below: (open-ended answer space).

Along with the above questions, the assessments allow for written comments to accompany each question. Each question has a response scale of Never, Rarely, Sometimes, Often and Always unless a comment is appropriate. The questions and responses were based on the review of public charter school board surveys found online and on the Missouri Public Charter School Association website. These assessments are reviewed by the Governance Committee to guide Bylaw revisions and Board Member requirements and expectations.

The scoring results from the 2021-2022 school year were extremely positive. The addition of the SIMBLI training options, and other board available training opportunities were noted as an improvement. The responses to all questions were overwhelmingly, "Always" with the next response being, "Often" and no negative comments or response answers received. Based on the excellent results the Governance Committee did not make any recommendations for change to the current board training and activities.

The Board did however implement strategies for better engagement with the SLLIS community this past year including board members sharing their "Whys" for

volunteering on the SLLIS Board, a monthly Culture and Equity Highlight, and the SLLIS Spotlight which recognizes SLLIS students, teachers, administrators, and members of the SLLIS community for achievements and living the mission of SLLIS. The SLLIS Spotlight has been well received and to date has been bestowed on students, teachers, staff, administrators and the SLLIS PTO.

In addition to a focus on community engagement, the board reviewed the policy manual and revised and updated the procurement procedures and the check signing policies in an effort to ensure sound fiscal operations.

Next Steps

The Board will have its members complete the individual and overall board assessments at least biannually. The surveys are reviewed and summarized by the Governance committee, which will determine what, if any actions are necessary based on the survey results. Assessment surveys were distributed at the June 21, 2023 Board Meeting. The surveys are in the collection process and will be reviewed by the Governance committee at the August meeting. At that time, the board will determine if any changes to board training or activities need to occur.

The Board has reviewed the existing committees and has added the Diversity, Equity and Inclusion Committee this past year to the current committees of Academic Excellence, Finance, Building and Grounds, and Governance.

The Board has also formed an Ad Hoc Committee to review the Evaluation System for the Superintendent. This committee has worked directly with the Superintendent throughout the 2022-2023 school year to finalize the new system, and it will be implemented beginning in 2023-2024. The board intends to review the evaluation process at least every three years and is currently drafting policy language for the evaluation revisions.

Each year, board members are provided the opportunity to participate in education law seminars presented by Tueth Keeney, Charter School conferences, and other training as appropriate. Board members are asked to participate in training yearly to stay current with education issues and the impact to SLLIS.

The SLLIS Board of Directors holds an annual retreat and plans to review the UMSL contract, board responsibilities, plan goals, and the self assessment results at the next retreat.

B.2 Governing Board Composition and Corporate Organization

The SLLIS Board of Directors is a dedicated group of volunteers who focus on providing a bilingual and rigorous education that positively impacts the children of St. Louis. The SLLIS Board members have diverse backgrounds, including educators, business owners, attorneys, and community builders, all bringing a wealth of expertise. With a profound passion for education, we share our diverse perspectives and expertise to foster a just and equitable school environment. By actively listening, providing guidance, and offering support, the Board strives to empower SLLIS to thrive and fulfill its mission and focuses on educational excellence, creating engaged, compassionate, and globally-minded individuals.

The Board functions via an organization structure with officers and committees. Officers include the Board chair, Vice Chair, Secretary and Treasurer. Committees include the Governance committee, Academic Excellence committee, Finance committee, Building and Grounds committee and the Diversity, Equity and Inclusion committee. The board meets for regular meetings, a board retreat, and committee meetings. Board communication is open and collaborative to ensure all board members are heard, and have input into the governance and oversight of SLLIS. The Board regularly reviews the school strategic plan and participates in the planning process through committee membership, and providing feedback.

Current Board Expertise

SLLIS' Board currently has expertise in the areas of school administration, elementary education, foreign language education, early childhood education, project management, procurement, diversity and inclusion, civic leadership, real estate, construction management, school financial management, finance and retirement planning, medicine, and law.

Diversity and Representation

SLLIS' Board is currently 64% female and 36% male. While 55% of Board Members identify as White, 36% identify as Black, 9% identify as Hispanic, and 9% identify as South Asian. Looking ahead, the Board intends to continue to add 2-3 members to increase its representation of the SLLIS community's population and to ensure ongoing strengths in the areas of law, finance, school and operational management, community engagement, real estate, and marketing.

Strategic Plan Process and Oversight

The SLLIS Board participated in the development of the current Strategic Plan by sending representative members to work on the committees responsible for the

aspects of the plan, including the Mission, Values, and Purpose Committee and the overall Planning Committee. The Board thoroughly reviewed the 5-Year Strategic Plan before adopting it in the Fall of 2021.

In order to ensure effective implementation of the Strategic Plan, the Board has taken a number of steps. First, they have ensured implementation support and guidance for the Superintendent and Strategy Team (the team responsible for developing and executing the action plans under each priority) through High Five Strategies, which is the group that SLLIS engaged to develop the plan.

The Superintendent provides a monthly report to the Board of Directors on current projects, and the Board holds a quarterly review of Strategic Plan metrics. The most recent metrics, reviewed in June 2023, are detailed below.

Big, Audacious Strategic Plan Goal

The Strategic Plan includes one big, audacious goal. This will not be met in the five year term of the plan, but is a long-range goal that will likely take 10-20 years to be realized. SLLIS' big, audacious goal (BAG) is as follows: *SLLIS students achieve their full potential regardless of race, ethnicity, or the community in which they live. All other priorities and strategies under the plan ultimately align to this visionary goal.*

Priority 1 Metrics			
Metric	Baseline	2022-2023 Performance	23-24 Target
90/90 attendance	66.3%	72.2%	90%
Average Daily Attendance	88.31%	91.2%	93%
Percent above average in Math (Star)	49%	47%	48%
NCE - Math (Star)	47	48.6	49.5
SGP - Math (Star)	45	50	N/A (using NCE target)

Percent above average in Reading (Star)	38%	46%	47%
NCE - Reading (Star)	42.2	46.2	47
SGP - Reading (Star)	44	59	N/A (using NCE target)

Star Goal Definitions:

- Student Growth Percentile (SGP) shows the average student growth compared to students who started at the same achievement level. An SGP of 50 corresponds to average growth.
- Normal Curve Equivalent (NCE) is calculated by converting each student's score to a scale which compares their score to all test takers in the United States in the same grade level. An increase in NCE score corresponds to the increase in student achievement being greater than that of the reference population of test takers in the United States.
- Both measures are included on the annual SLLIS Report Card, which is prepared by Informed Improvement.

Priority 2 Metrics			
Metric	Baseline	2022-2023 Performance	23-24 Target
Staff participation on Equity Team	N/A	16.4%	20%
Staff representation	N/A	66% identify as a race other than white	Representative of SLLIS' student population

Priority 3 Metrics

Metric	Baseline	2022-2023 Performance	23-24 Target
Cohort survival rate, 5th to 6th grade	0.696	TBD (Fall 2023)	0.80
Electives offerings	12	12	16
High school enrollment	N/A	100% of 8th graders accepted into high school by the last day of school	95% accepted to high school by the last day of school
Target Language offerings	40% core content taught in target languages	40% core content taught in target languages	60% core content taught in target languages
6th Grade ELA NCE (Star)	38.7	42.1	43
6th Grade Math NCE (Star)	36	37	38
7th Grade ELA NCE (Star)	25.9	42.4	43.5
7th Grade Math NCE (Star)	29	39	40
8th Grade ELA NCE (Star)	25.9	32.7	33.5
8th Grade Math NCE (Star)	34	36	37

Priority 4 Metrics

Metric	Baseline	2022-2023 Performance	23-24 Target
Number of students enrolled in SLLIS' Dual Language Pre-K	N/A	N/A	10

Retention into SLLIS Kindergarten	N/A	N/A	90%
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Priority 5 Metrics			
Metric	Baseline	2022-2023 Performance	23-24 Target
Total applications to SLLIS	150	142 (As of July 17, 2023; still enrolling)	185
Average monthly reach - Facebook	11,557	34,959	40,000
Average monthly reach - Instagram	73	28,283	35,000
Number of positive PR mentions	N/A	6	8

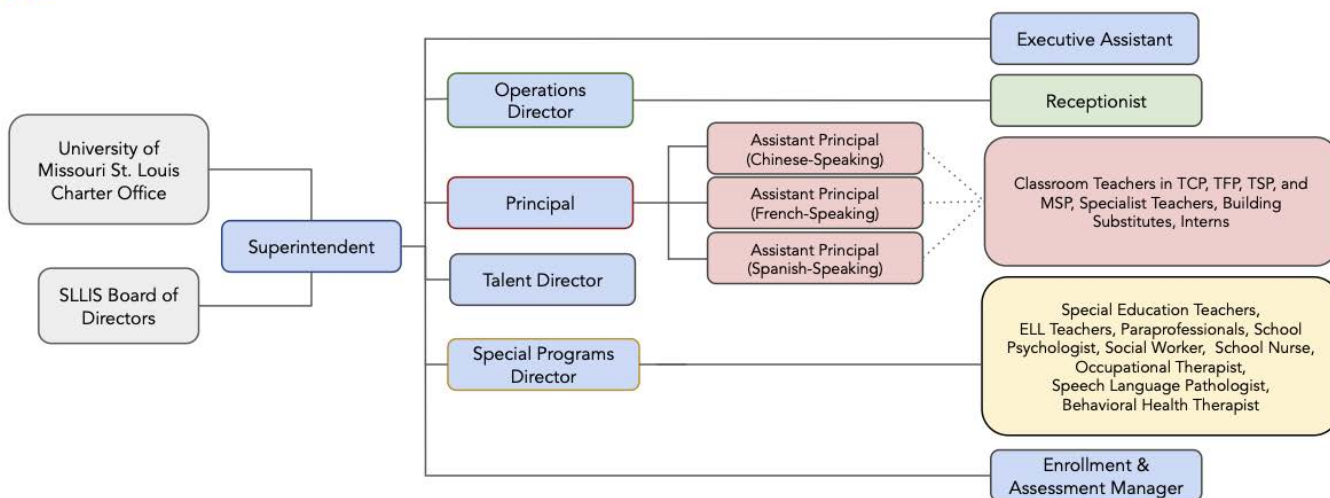
B.3 Staffing Plan

Organizational Structure

The current organizational structure for SLLIS is detailed below. At this time, SLLIS does not have plans to modify this structure in the next charter term.



Organizational Structure 2023-2024



When it comes to board leadership and sustainability, SLLIS ensures that a succession plan is built into its board structures. While the Board Chair serves as head of the Board of Directors, the board also nominates a Vice Chair, who will move into the role of Chair after three years in the Vice Chair position. Committee Chairs are assigned on the board based on members' areas of expertise. When Committee Chairs must be re-elected, other board members within each committee typically take on the role of Committee Chair to ensure continuity. For school level leadership, SLLIS is in the process of developing a succession plan.

When it comes to talent, including recruitment and hiring, SLLIS excels. Not only has SLLIS consistently staffed challenging positions within the local market, such as special education teachers, school psychologists, and occupational therapists, SLLIS also completes its staffing well in advance of the school year. In preparation for the 2022-2023 school year, SLLIS had staffed all but one position by May 1 of the previous school year. As SLLIS prepares for 2023-2024, all but one position has been filled as of April 26, 2023. SLLIS' competitive compensation structure, strong recruitment pipeline, dedicated full-time Talent Director, and rigorous hiring process ensure that SLLIS can fill even the most specialized positions promptly.

SLLIS is committed to developing its leaders effectively. To that end, consideration for candidates when a leadership role becomes available is given first and foremost to internal candidates. SLLIS frequently opens the hiring process to outside candidates in addition to those who are internal. SLLIS has created a leadership pipeline among its Central Office roles to ensure strong leadership in the coming years.

Roles and Responsibilities

SLLIS uses Role Expectations Worksheets to define all roles across the organization. The Role Expectations worksheets for Central Office administrators are included below. When it comes to division of responsibilities among instructional leaders, SLLIS will continue to work on Role Expectations worksheets for the Principal and Assistant Principals in July 2023. All other positions' Role Expectations details are shared in the charts that follow.

SLLIS Role Expectations Worksheet : Talent Director	
Position Title	Talent Director

<p>Overall Headline - <i>Summarize what you are bottom-line responsible for.</i></p>	<p>I'm the CEO (Chief Executive Owner) of ... Recruiting top talent to SLLIS that reflects our constituent body; coordinating health benefits, retirement and payroll systems at SLLIS; and ensuring all practices are in line with federal, state and local compliance regulations.</p>
<p>Areas of Responsibility- <i>Focus on broad categories (don't get caught up in capturing all tasks):</i></p>	<ul style="list-style-type: none"> ● Recruitment <ul style="list-style-type: none"> ○ Develop an inclusive and proactive plan to recruit a talented and diverse staff. ○ Onboard staff, generate employment documents, and coordinate visa support. ● General Health & Welfare <ul style="list-style-type: none"> ○ Oversee health benefits programs and provide assistance to staff when needed. ○ Oversee payroll and retirement process and maintain PTO information. ○ Support the health, safety, and welfare of all staff. ○ Ensure staff stay informed of HR related policies. ○ Assist in developing ways to celebrate staff. ● Compliance <ul style="list-style-type: none"> ○ Ensure compliance with Board adopted policies. ○ Maintain compliance with federal, state and local regulations.
<p>The Approach - <i>Write the habits of work, mindsets, and approaches that are key to success in your role.</i></p>	<ul style="list-style-type: none"> ● Engages in culturally responsive, equitable, and anti-racist practices ● Continuously reflects, grows, and develops professional practice ● Makes decisions aligned with the SLLIS Mission, Values, and Purpose ● Believes in the capacity of each child to achieve at high levels ● Cultivates a collaborative, adaptable, and solutions-focused culture ● Approaches all situations with an asset-based and growth mindset

	<ul style="list-style-type: none"> • Develops and uses effective organization systems • Communicates in a proactive, timely, and effective manner
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SLLIS Role Expectations Worksheet : Operations Director	
Position Title	Operations Director
Overall Headline - <i>Summarize what you are bottom-line responsible for.</i>	I'm the CEO (Chief Executive Owner) ofproblem solving, removing barriers, creating operational efficiencies, and ensuring that every student has a successful educational experience (access).
Areas of Responsibility- <i>Focus on broad categories (don't get caught up in capturing all tasks):</i>	<ul style="list-style-type: none"> • School-wide Operations • Facilities • Transportation • Food Service • Technology • Security • Supply Management • Project Management
The Approach - <i>Write the habits of work, mindsets, and approaches that are key to success in your role.</i>	<ul style="list-style-type: none"> • Engages in culturally responsive, equitable, and anti-racist practices • Continuously reflects, grows, and develops professional practice • Makes decisions aligned with the SLLIS Mission, Values, and Purpose • Believes in the capacity of each child to achieve at high levels • Cultivates a collaborative, adaptable, and solutions-focused culture • Approaches all situations with an asset-based and growth mindset • Develops and uses effective organization systems • Communicates in a proactive, timely, and effective manner

SLLIS Role Expectations Worksheet : Special Programs Director	
Position Title	Special Programs Director
Overall Headline - <i>Summarize what you are bottom-line responsible for.</i>	I'm the CEO (Chief Executive Owner) of coordinating and supporting SLLIS' Special Programs department with staff and outside personnel to formulate, develop, implement, and evaluate the following programs: <i>Special Education Programs and Services, Section 504 of the Rehabilitation Act, Dyslexia screenings, English Language Learning (ELL) Program, Title Funded Programs, Missouri DESE Tiered-Monitoring, Multi-Tiered Systems of Support (MTSS) including SLLIS Student Success Team (SST) and SLLIS Interventionist, McKinney-Vento and Foster Care.</i>
Areas of Responsibility- <i>Focus on broad categories (don't get caught up in capturing all tasks):</i>	<p>Special Education Program & Services -</p> <ul style="list-style-type: none"> ● Lead and support Special Education staff in ensuring compliance in accordance with Individuals with Disabilities in Education Act (IDEA) Part B regulations ● Ensure that educational services are provided to our students according to local policy, state, and federal regulations ● Organize and provide individual and small group professional learning and technical assistance related to Special Education ● Provide direction and assistance in the implementation, monitoring, and evaluation of Special Education instructional programs to meet Federal and State compliance standards at all grade levels ● Serve as the Local Education Agency (LEA) representative for Individual Education Plan (IEP) meetings ● Safeguard the rights of students with disabilities <p>Section 504 -</p> <ul style="list-style-type: none"> ● Responsible for preventing discrimination against students based on a disability and ensuring compliance with all procedures and procedural safeguards required under Section 504/ADA

- Ensure individuals with disabilities are provided access to participate in, and have access to, program benefits and services including accommodations necessary to receive fair and equal access to educational services

Dyslexia screenings -

- Ensure students are identified through a Dyslexia Screening required by Missouri DESE regulations which addresses a range of foundational reading skills, including phonological awareness, rapid automatic naming, nonsense words, alphabetic principle, phonics, reading fluency, spelling, reading accuracy, vocabulary and reading comprehension, as age or grade appropriate

English Language Learner (ELL) Program -

- Provide leadership and assistance in ELL program planning, organization, implementation and evaluation
 - *Assist in the evaluation process and analysis of assessment data to monitor progress made by students to measure effectiveness and assist in the coordination of student supports and services.*
- Review and monitor WIDA's ACCESS for ELLs
 - *The English language proficiency assessment that Missouri has selected to meet the requirement of the Every Student Succeeds Act (ESSA) - annual assessment of Missouri's students who are eligible for ELL (English Language Learner) services, including students with disabilities*

Federal Programs including Title Funding -

- Oversees the development of comprehensive program plans, implementation of planned programs, and monitoring of budgets in accordance with established federal, state, and local policies
- Organizes and coordinates Title I.A, II.A, and IV.A consultation meetings with required stakeholders in the beginning and the end of the school year
 - *Create and review parent and staff required surveys*

- *Review School-Parent Compact Form*
- *Review Parent and Family Engagement Policy*
- *Discuss the schoolwide pool and plan and proposed plan for following school year*
- Ensures that budgeting for all Federal Programs align to planning and implementation; enters all Federal Programs finance budget data on DESE's website; completes payment requests related to Federal Programs.

Tiered Monitoring -

- Submit necessary documentation in a timely manner based on deadlines for Tiered Monitoring requirements based on Cohort Year including *ESEA Program Self-Monitoring, McKinney-Vento Homeless Education Program, Foster Care, ESEA Program Self-Monitoring for Migrant and ELL, and Finance*
- The different types of Tiered-Monitoring are below (based on Cohort year):
 - Self-assessment: Each sub-grantee in the applicable monitoring cohort group must complete the self- assessment in the TMS. Due July 1.
 - Desk monitoring: DESE's review of grantee data, expenditures, reporting, etc. throughout the year.
 - Phone monitoring: 10% of sub-grantees will be selected based on risk assessment results.
 - Fiscal crisis: Suspicion of financial waste, fraud, abuse and/or issues of similar nature put grantees in danger or financial stress; DESE will send an immediate response team to review and assess next steps.
 - On-site monitoring: 10% of sub-grantees will be selected based on risk assessment results.

Multi-Tiered Systems of Support (MTSS) -

- Develops, implements, and oversees strong Multi-Tiered Systems of Support (MTSS) through the Student Success Team (SST) across all grades and programs with specific members of the

	<p>Special Programs Team and building Administrators</p> <ul style="list-style-type: none"> Collaborate with the Interventionist to determine appropriate research-based interventions and design methods of learning that are most appropriate for each child <p>McKinney-Vento and Foster Care -</p> <ul style="list-style-type: none"> Identify and assist children and unaccompanied youth in their efforts to attend school who are experiencing homelessness or those in foster care settings
<p>The Approach - <i>Write the habits of work, mindsets, and approaches that are key to success in your role.</i></p>	<ul style="list-style-type: none"> Engages in culturally responsive, equitable, and anti-racist practices Continuously reflects, grows, and develops professional practice Makes decisions aligned with the SLLIS Mission, Values, and Purpose Believes in the capacity of each child to achieve at high levels Cultivates a collaborative, adaptable, and solutions-focused culture Approaches all situations with an asset-based and growth mindset Develops and uses effective organization systems Communicates in a proactive, timely, and effective manner

SLLIS Role Expectations Worksheet : Enrollment and Assessment Manager	
Position Title	Enrollment and Assessment Manager
Overall Headline - <i>Summarize what you are bottom-line responsible for.</i>	<p>I'm the CEO (Chief Executive Owner) of</p> <p>I'm the CEO of recruiting new enrollments to SLLIS and leading the Enrollment Committee.</p> <p>I'm the CEO of maintaining and reporting school and student information.</p> <p>I'm the CEO of managing the pre-works of district assessments in order to provide an efficient system.</p>

	I'm the CEO of launching MAP assessment.
<p>Areas of Responsibility- <i>Focus on broad categories (don't get caught up in capturing all tasks):</i></p>	<ul style="list-style-type: none"> ● Recruit <ul style="list-style-type: none"> -Increasing SLLIS visibility and enrollment. -Developing a year-round recruitment plan and executing the plan to the best ability. -Leading the Enrollment Committee to promote our school. ● Retain <ul style="list-style-type: none"> -Managing students' information and files. -Building relationships and communication with future families throughout the school year. -Leading the Intent to Return process. Providing enrollment numbers to the Superintendent. ● Report <ul style="list-style-type: none"> -Reporting accurate school information for state reporting. -Ensuring student information requests are completed with confidentiality in a timely manner. ● Build <ul style="list-style-type: none"> -Managing assessment platforms, including uploading class rosters and creating login credentials. -Completing assessment pre-work in a timely manner to ensure assessments are ready to go with good preparations. -Launching MAP assessment in Spring, including precoding, training teachers, scheduling, and reporting.
<p>The Approach - <i>Write the habits of work, mindsets, and approaches that are key to success in your role.</i></p>	<ul style="list-style-type: none"> ● Engages in culturally responsive, equitable, and anti-racist practices ● Continuously reflects, grows, and develops professional practice ● Makes decisions aligned with the SLLIS Mission, Values, and Purpose ● Believes in the capacity of each child to achieve at high levels

	<ul style="list-style-type: none"> ● Cultivates a collaborative, adaptable, and solutions-focused culture ● Approaches all situations with an asset-based and growth mindset ● Develops and uses effective organization systems ● Communicates in a proactive, timely, and effective manner
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SLLIS Role Expectations Worksheet : Executive Assistant	
Position Title	Executive Assistant
Overall Headline - <i>Summarize what you are bottom-line responsible for.</i>	I'm the CEO (Chief Executive Owner) of providing timely, accurate, and detail-specific support to the Superintendent and Board of Directors.
Areas of Responsibility- <i>Focus on broad categories (don't get caught up in capturing all tasks):</i>	<ul style="list-style-type: none"> ● Board support and documentation ● District communication planning and implementation ● Internal policy procedure drafting and revision ● Central Office administration including special projects at the central office level ● Strategic plan administration and support
The Approach - <i>Write the habits of work, mindsets, and approaches that are key to success in your role.</i>	<ul style="list-style-type: none"> ● Engages in culturally responsive, equitable, and anti-racist practices ● Continuously reflects, grows, and develops professional practice ● Makes decisions aligned with the SLLIS Mission, Values, and Purpose ● Believes in the capacity of each child to achieve at high levels ● Cultivates a collaborative, adaptable, and solutions-focused culture ● Approaches all situations with an asset-based and growth mindset ● Develops and uses effective organization systems

	<ul style="list-style-type: none"> Communicates in a proactive, timely, and effective manner
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SLLIS Role Expectations Worksheet : Superintendent	
Position Title	Superintendent
Overall Headline - <i>Summarize what you are bottom-line responsible for.</i>	I'm the CEO (Chief Executive Owner) of directing financial resources, talent, culture, community, and communications so our students receive a bilingual, culturally responsive, transformational, enriching education.
Areas of Responsibility- <i>Focus on broad categories (don't get caught up in capturing all tasks):</i>	<ul style="list-style-type: none"> Engages the community around the SLLIS Mission, Values, and Purpose and the long term vision for the school Executes the Strategic Plan Ensures instructional staff have the resources necessary to promote significant, continuous growth for each student Establishes and supports systems that promote a strong school and community culture Develops, manages, and supervises the district budget Ensures that every department at SLLIS (operations, talent, instruction, enrollment, communication, finance, development) is operating effectively, equitably, and in a way that promotes the SLLIS Mission and Values
The Approach - <i>Write the habits of work, mindsets, and approaches that are key to success in your role.</i>	<ul style="list-style-type: none"> Engages in culturally responsive, equitable, and anti-racist practices Continuously reflects, grows, and develops professional practice Makes decisions aligned with the SLLIS Mission, Values, and Purpose Believes in the capacity of each child to achieve at high levels

	<ul style="list-style-type: none"> ● Cultivates a collaborative, adaptable, and solutions-focused culture ● Approaches all situations with an asset-based and growth mindset ● Develops and uses effective organization systems ● Communicates in a proactive, timely, and effective manner
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B.4 Financial Operations and Data Management

Overview

SLLIS' financial operations and data management have not changed significantly during the charter term. In general, the SLLIS Chief Financial Officer (CFO) works with SLLIS as a consultant and provides expert, ongoing support and feedback to the Superintendent and Board when it comes to the financial management of the school. The CFO and Superintendent meet a minimum of once per month to discuss the prior month's financial outcomes and discuss items of interest, such as the ASBR, the annual audit, and budget planning. The SLLIS Board Finance Committee also meets once per month in advance of the public board meeting to review the monthly finances and items of interest. Each month at the public board meeting, the SLLIS Board hears the financial report from the CFO so that the Board and the public receive regular financial updates.

Recently, the Superintendent has been incorporating more individual review of the financial procedures and processes with the intent to become more actively involved. In the coming charter term, the Superintendent will take the lead in the monthly financial report, the ASBR, the audit, and budget planning. The expert CFO consultant will continue to serve SLLIS and will provide support to the Superintendent. In addition, SLLIS will be using a new financial management tool, Sage Inacct, which will allow SLLIS to view real-time budget information by account. This will help ensure that strong financial management continues at SLLIS throughout the next term.

Annual Budget Planning Process

SLLIS' CFO and Superintendent begin the budget planning process annually in December. From December through May, budget projections are developed and reviewed with the SLLIS Finance Committee and with the full Board during monthly finance presentations. The biggest part of budget planning is to ensure that staffing

aligns to the budget as salaries and benefits typically account for 55-60% of SLLIS' annual budget.

As the June Board meeting approaches, the CFO and Superintendent ensure that budget details for every account are prepared and shared with the Finance Committee. The final budget is presented to the Board of Directors for approval each year at the June meeting before submission to DESE.

Purchasing

Once the budget is finalized and approved, SLLIS' Superintendent can begin to implement the budget. As a small LEA, SLLIS' Superintendent provides all final approvals on purchases and payments. With the switch to Intacct, SLLIS will implement the changes below to the purchasing process for the coming charter term.

Purchasing Thresholds and Procurement Requirements

\$0-\$1,000	\$1,000-\$10,000	\$10,000-\$250,000	\$250,000+
Tiny purchase	Micro purchase	Small purchase	Competitive Solicitation
Use PO or credit card	-Use purchase order	-Use purchase order -Solicit at least two written bids for purchases up to 25,000 and three written bids for purchases above 25,000. All small purchases may be subject to board approval. Any purchases above 25,000 must have board approval.	-Must be a competitive solicitation, unless it meets a sole source or emergency procurement definition by law or board policy. Competitive solicitations include IFBs and RFPs. -See Operations Policy 3180

General Purchasing and Credit Cards

1. Staff members submit requisitions to appropriate director:
 - a. Principal
 - b. Operations
 - c. Special Programs
 - d. Talent Director
2. Director determines whether the purchase is necessary and prepares PO in Intacct.
3. Superintendent uses Intacct to review POs, approve as necessary, and finalize purchases.

4. Operations Director reviews orders to ensure that appropriate items have been shipped and arrive at SLLIS (if applicable).
5. Vendor invoices SLLIS.
6. Superintendent approves invoice payment and seeks additional approval from Directors if necessary based on the approval thresholds in Internal Control procedures (see below).

Staff Reimbursement Procedures

Full-time classroom teachers are eligible for a one-time reimbursement of \$300.00 to support learning in their classrooms.

Categories that are acceptable for reimbursement: anything for classroom instructional purposes or enhance the social-emotional environment for students. The purchase must benefit students. The Principal holds final authority on what purchases benefit students.

1. Teacher seeks approval for purchase in writing from the direct supervisor.
2. Teacher uses a tax exempt form and makes purchases. They retain all receipts.
3. Teacher completes reimbursement form; Original receipts must be attached to the Reimbursement Form to receive reimbursement. No taxes will be reimbursed.
4. Those original receipts and reimbursement form must be turned in for reimbursement up to \$300.
5. The direct supervisor reviews receipts and reimbursement form, checking carefully for tax exemption. They sign the reimbursement form to confirm approval.
6. The Superintendent enters the completed reimbursement form in the next payroll.

Check Requests

Services or products rendered, reimbursement requests with original receipts, or mileage reimbursements may receive payment with a check. A check request form must be completed by the requestor and approved with a signature by the Superintendent. The check request form shall contain the name of the payee, the date the check is requested to be written, the amount of the check, a brief description for the issuance of the check, and the funding source that will be drawn from. The check request shall then be submitted to the finance office for processing. All check request forms shall be maintained by the Superintendent.

Process:

1. The check request form is completed and signed by the Superintendent.

2. The Superintendent sends the check request to the finance office for processing.
3. Check requests may have three different statuses:
 - a. Emergency - this means that the vendor is not on the approved list, but requires timely payment approved by the Superintendent.
 - b. Approved vendor - the check may be issued immediately
 - c. Unapproved vendor - the check will be issued after Board approval of the check register at the next board meeting.

Internal Control Procedures

Category	Policy or Procedure
Invoice Approvals	All invoices are sent to sllispay@sllis.org . These invoices are forwarded to Intacct, where the Superintendent can review and approve them.
	The Intacct system is reviewed routinely by the Superintendent, who approves invoices.
	Mailed invoice approvals will come from the Superintendent in a PDF email attachment and will be approved and sent to the finance office. The Superintendent will initial and date the invoices in the top right corner as a sign of approval. The email will include the text "The attached invoices are approved."
	The CFO will be copied on all invoice approvals.
Checks	Any authorized check drafted on the school's designated bank account over \$10,000 shall require one signer from the Board. Electronic or wet signatures are acceptable.
	Authorized checks over \$50,000 shall require two signers from the Board. The following officers are authorized to sign checks from the bank account on behalf of the school: Superintendent, Board Chair, Vice Board Chair, Board Treasurer, or designee of the Board.
	Checks received shall be endorsed "for deposit only" and deposits should be made daily by someone other than the person who prepared the deposit.
	Services or products rendered, reimbursement requests with original receipts, or mileage reimbursements may receive payment with a check. A check request form must be completed

	by the requestor and approved with a signature by the Superintendent. All check request forms shall be maintained by the Superintendent.
	Checks payable to cash for any reason are prohibited.
	Checks will be held until the check register is approved at the monthly board meeting.
	A list of pre-approved vendors will be used to release checks prior to approval date. The Board will approve this list.
	Two SLLIS approvals will be required for checks to any new vendor.
	Two SLLIS approvals will be required for checks over \$15,000.
	The Board Chair and Finance Committee Chair will be notified when a check must be issued for more than \$50,000.
	Occasionally SLLIS must write emergency checks. The Board Chair and Finance Committee Chair will be notified when this occurs.
Scheduled bank account review	Superintendent will monitor the online bank account a minimum of once per week.

Budget for Next Charter Term

SLLIS has developed a five-year budget as part of this charter renewal application. It can be found in [Appendix B](#).

B.5 Contracted Services

There have been no changes to contracted services since the last charter term. In general, SLLIS contracts custodial services, food service, and transportation services.

B.6 Stakeholder Engagement

One of SLLIS' core values is to "listen to and engage all voices." To that end, SLLIS is committed to engaging its stakeholders in all areas of school operations and in decision-making. SLLIS has a number of structures to ensure it is proactively seeking stakeholder feedback.

Staff Engagement

SLLIS ensures staff engagement on a routine basis by implementing a number of structures to ensure staff feedback is heard, evaluated, and implemented. These structures include the details listed in the table and also include Professional Learning Staff engagement, such as Grade Level Teams.

Opportunities for Staff Engagement	
Staff Feedback Committee	<p>This committee exists to ensure district-level feedback is provided directly to the Superintendent. The committee meets once per quarter and includes the following standing agenda items.</p> <p>What's working and what's not working:</p> <ol style="list-style-type: none"> 5. Academics 6. Communication 7. Operations 8. Morale
Talent Committee	<p>This committee works in collaboration with the Talent Director to recruit and hire staff members at SLLIS. First, committee members participate in anti-bias training. Then, the participants join interviews and provide feedback on the process through rubrics developed by the Talent Director.</p>
Enrollment Committee	<p>This committee supports SLLIS' enrollment strategies. They attend community events to help the Enrollment Manager promote SLLIS, and they also attend some preschool visits when possible.</p>
Equity Team	<p>This committee was launched in 2022-2023 in alignment with SLLIS' Strategic Plan Priority #2, <i>Engage and activate all members of the SLLIS community in the necessary practices to live out our commitment to equity and anti-racism.</i></p> <p>Staff members volunteer to join this committee, and Educational Equity Consultants facilitates all sessions and customizes them to SLLIS' needs.</p>
CSIP Teams (new in 2023-2024)	<p>All staff members are required to participate on a CSIP team in 2023-2024. This will help ensure staff engagement in the implementation of the CSIP. These teams will meet at the monthly CSIP meeting and will review data and develop plans for their area of implementation. The CSIP Teams are:</p> <ol style="list-style-type: none"> 7. Attendance Team 8. PBIS Team

	<ul style="list-style-type: none"> 9. Professional Learning Team 10. Dual Language Team 11. Instructional Strategy Team 12. Community Action Team
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Ad Hoc Committees and Curriculum Development

SLLIS staff routinely engage in ad hoc committees surrounding grading and curriculum development. Most recently, SLLIS has invited staff to participate on the Science Curriculum Committee, the Social Studies Curriculum Committee, and the Target Language Curriculum Committee. In Summer 2023, there will be a French Program Committee to provide feedback on the curriculum and materials for the new Bridge to French Program. SLLIS will launch an ELA Curriculum Selection Committee in 2023-2024 to select a new science of reading ELA curriculum for adoption in 2024-2025.

Based on its Strategic Plan Priority #3 to develop its Middle School Program into a “top tier, robust, and sought-after program,” SLLIS has also recognized the need to enhance its grading systems, especially in grades 6-8. The need for this change arose as SLLIS reviewed its MAP and Star performance in Grades 6-8, which, in 2021-2022 and 2022-2023, has been lower in terms of both proficiency and growth than in recent years. As Middle School Students prepare for high school, the students and parents also need more detailed, standards-based feedback in order to know where they are performing and where they may need to consider improvement. As such, SLLIS will also launch a standards-based grading system, and the Middle School Staff will be invited to participate on the MSP Grading Committee to develop this new system.

Parent Engagement

SLLIS parents are engaged in numerous ways throughout the school year. First, SLLIS is committed to the implementation of its Parental Involvement Policy, which ensures that SLLIS is adhering to all Federal Programs requirements when it comes to parent engagement and communication. This includes a number of annual meetings, various parent engagement events throughout the school year to ensure parents are informed about their students’ progress, and the annual parent survey. According to Spring 2023 Parent Survey results, 50.5% of parents participated in the Annual Title I Meeting, and 47.9% of parents cited lack of time as the main reason that they are unable to attend some school meetings. Interestingly, 74% of parents stated that they prefer virtual meetings over meeting in person. As SLLIS plans for 23-24 and beyond, SLLIS should continue to offer hybrid meetings so virtual attendance is an option.

In addition to SLLIS' efforts, SLLIS parents have organized their own Parent Teacher Organization, "Friends of Language Immersion." This active PTO group has established its own 501(c)3. The SLLIS PTO meetings are held once per month on the SLLIS campus, and all parents are invited to attend.

Community Engagement

Outside of the routine structures that SLLIS utilizes for staff and parent engagement, SLLIS is also committed to ensuring that the full community has the opportunity to provide input on organizational decisions. For example, when SLLIS developed its Master Campus Plan, it surveyed its parents, staff, and families to collect their feedback on priorities. Then, SLLIS held a number of planning sessions where parents, students, staff, administrators, and Board members provided invaluable feedback on the vision for the future of the SLLIS campus.

When SLLIS was considering whether to implement the Bridge to French Program, The French Program community was specifically targeted for input and feedback. First, SLLIS ensured that The French Program staff was aware of the potential change and had the opportunity to ask questions and provide input on the change process and what kind of support they would receive when the changes occurred. SLLIS also ensured that The French Program parents had a similar opportunity to hear the plan, ask questions, and provide insight into the change. These activities, which took place before the Board of Directors voted on the updated Enrollment Policy, ensured excitement, positivity, and trust for the new part of the French Program. This was evidenced by teacher and parent excitement about the new program and their feedback that they were grateful for a new strategy to continue to strengthen the program. The community was well informed and aligned with the change, and this will undoubtedly support a successful transition to the Bridge to French Program.

SLLIS Community Engagement Cycle

SLLIS uses a structure called the SLLIS Community Engagement Cycle to ensure its stakeholders are involved in processes such as the Master Campus Plan and the decision to launch the Bridge to French Program. Details about how this process works are listed below; however, the process is flexible and can be adjusted given the context of the decision at the time SLLIS is gathering feedback.

1. Collect detailed information from staff, parents, and students about the change.
2. Use the concerns raised to learn more by sending out surveys and gathering other information as necessary.

3. Use the feedback collected to plan next steps with the community.
4. Summarize all findings, then share with the community.
5. Repeat!

Annual Planning Process

Another way that SLLIS engages large numbers of its stakeholders is through its annual planning process. This process aligns all annual planning requirements, including the CSIP and Federal Programs planning. First, SLLIS distributes surveys to its students, staff, and parent community. In the current year, 100% of the staff and students (grades 3-8) took the surveys on Panorama. Approximately 25% of SLLIS parents took the survey that was offered to them. Then, SLLIS holds a number of planning meetings, including the Federal Programs Annual Planning meeting, leadership team meetings, and a series of staff and community meetings to review current data, identify Prioritized Needs for the coming year, and develop a one-year School Improvement Plan. In this way, every SLLIS stakeholder has the opportunity to participate in developing goals and plans for the coming school year.

Additional information about partnerships and community engagement can be found in the next section.

B.8 Partnership Beyond the School

St. Louis Pre-K Cooperative

SLLS is also a founding and active member of the St. Louis Pre-K Cooperative. This group of numerous nonprofits, including charter schools and early childhood education providers, exists to expand early childhood access opportunities to all families across St. Louis City. The system for funding public early childhood education in Missouri is limited. Charter schools do have access to serve three and four year olds, but few charter schools are able to run a robust Pre-K program using this funding alone. The Cooperative function establishes partnerships between charter schools and early childhood providers whereby charter schools pull their public state funding, pool it, and bring in community-based early childhood providers to run high quality programs, thus increasing access to early childhood education in St. Louis City.

SLLIS is the host site for the Downtown Pre-K Cooperative and hosts two Pre-K classrooms for three and four year olds through a collaboration with numerous other nonprofits. This is by far the largest most complex formal partnership in the Cooperative at large. In this partnership, SouthSide Early Childhood Center provides the Pre-K programming for both classrooms, and four charter schools: SLLIS, Lift for

Life Academy, Lafayette Preparatory Academy, and Atlas Public Schools, pool their state-funded seats for students.

Beyond School and Mission St. Louis

Beyond School is an after-school program that serves SLLIS students in grades 3-8 whose academic performance is below grade level. Beyond School, an AmeriCorps program, prepares students to enter high school with the social, emotional and academic tools needed to be successful in high school and beyond. Beyond School provides academic support, social and emotional mentoring, community engagement, and enrichment opportunities for the students it serves. In this manner, Beyond School contributes to all its students' success.

BJC

SLLIS partners with BJC through the Healthy Kids, Healthy Minds grant. This grant brings BJC employees to work at SLLIS each day in order to better promote the health and well-being of all SLLIS students. Currently, SLLIS' nurse and behavioral health therapist work at SLLIS full time as a result of this partnership. SLLIS' partnership with BJC also allowed them direct access to pediatric infectious disease experts. This was invaluable as SLLIS navigated the COVID-19 pandemic and how to ensure the health and safety of its staff and students, and the grant provides BJC with an opportunity to provide targeted and necessary support to public schools in St. Louis

Boys and Girls Club of St. Louis

SLLIS currently partners with the Boys and Girls Club of St. Louis to provide quality before and after care to its students and families. BGCSTL provides a free bus for SLLIS students to take from SLLIS to the after school site.

St. Louis Schools Collaborative

SLLIS participates actively in the St. Louis Schools Collaborative (SLSC). The SLSC brings together leaders from Local Education Agencies (both SLPS and charter schools) to explore opportunities for strategic collaboration and alignment to support kids in public schools across the City of St. Louis. SLLIS has taken a leadership role in the SLSC, and will chair the School Visits pilot in Fall 2023, which will create a process for schools to share best practices not only in classrooms, but in talent, operations, special programs, and all areas of school operations.

Label FrancÉducation

The "LabelFrancÉducation" seal is granted to schools promoting French language and culture as part of their specific curriculum. It recognizes and rewards public or private

schools that offer students enhanced instruction in the French language while also teaching other subjects in French. "LabelFrancÉducation" promotes outstanding education in French among students and parents. The label is granted by the French Ministry of Foreign Affairs based on the advice of an interministerial advisory committee composed of representatives from the French Ministries of Foreign Affairs and Education, the Agency for French Education Abroad (AEFE), the French institute (IF) and Mission Laïque Française, a non-profit organization.

Global Education Concepts, Inc. (GEC)

In order to issue visiting visas (J-1) to international teachers, SLLIS partners with GEC. GEC recruits international teachers from across the globe, and ensures they have appropriate credentials to work in the United States. Then, SLLIS selects from their pool of candidate resumes to begin the interview process. The J-1 visa is a good option for SLLIS in addition to the preferred H1-B visa because it offers increased flexibility and is a more efficient process to follow in order to bring international staff to St. Louis.

Amity Institute

SLLIS has a long-standing partnership with Amity Institute for bringing student interns to SLLIS. Now, SLLIS is currently partnering with Amity Institute to explore options for bringing international teachers to SLLIS on a visiting (J-1) visa.

Partnerships: Continued Growth

In the coming charter term, SLLIS will continue to explore ways to develop more partnerships that are aligned with the ways SLLIS benefits the community.

B.9 Plans for Expansion or Replication

SLLIS does not have plans for grade level expansion in the upcoming charter term.

B.10 Closure Plan

SLLIS assures that it will follow the UMSL Closure Plan, should closure become necessary.

C. Facility and Budget

C.1 Facility

The SLLIS Campus

SLLIS' Campus is located at 1881 Pine Street, St. Louis, 63103. SLLIS' Board of Directors purchased this five story, 120,000 square foot facility in December of 2018. Between January and August 2019, SLLIS brought the building up to code and addressed some cosmetic improvements. Then, SLLIS relocated all of its programming to this location for the 2019-2020 school year.

Since then, SLLIS has built a playground and a sports arena for student use outdoors. SLLIS sold the surface parking lots associated with the building at 1881 Pine to the Major League Soccer stadium that was built just two blocks away. Working with the MLS group, SLLIS established a parking agreement to use their parking garage adjacent to campus for no cost for the next 25 years. SLLIS has also rebranded and ensured that its new brand identity is visible on the exterior of its building, especially given the traffic in the area for MLS games.

Master Campus Plans

In Fall 2021, SLLIS put out an RFQ to select an architectural partner to help establish its Master Campus Plan. SLLIS selected Trivers & Grice and has worked in partnership with these firms to engage the community and establish a long-term vision for the campus. The most immediate need for the SLLIS is the rehabilitation of the 5th Floor, which is currently unfinished and used as storage. Renovation of this floor will allow SLLIS to establish a space dedicated to its Middle School Program and will ensure room to grow for the Bridge to French Program. Other projects on the horizon include moving Pre-K classrooms to the first floor, adding restrooms to Pre-K and Kindergarten classrooms, and developing a gymnasium within the existing building that will extend from about one quarter of the floor plate from Floor 1 to Floor 2. SLLIS Continues to work with Trivers & Grice on how to best phase these plans in the coming years.

C.2 Budget

SLLIS' five-year budget for its next charter term can be found in [Appendix B](#).

C.3 Transportation

SLLIS does not intend to change its transportation plans during the next charter term. SLLIS currently contracts bus service through First Student. 88% of SLLIS students are bus riders.

D. Assessment of Progress

2022-2023 Annual Review (Draft)

SLLIS' most recent Final Annual Review from UMSL was for the 2021-2022 school year. Some areas of concern from that year are detailed here. In addition, the areas of concern in SLLIS' Annual Review for the 2022-2023 (which is currently in draft form and has not yet been finalized as of July 17, 2023) are detailed below.

Dyslexia Screening (2021-2022 Area of Concern)

In the 2021-2022 school year, SLLIS did not meet the expectation to complete dyslexia screenings as required. There were a number of factors that contributed to this oversight. First, in years prior, ownership for the dyslexia screening process was passed around various team members at SLLIS, from the school psychologist to the part time special education director. SLLIS also experienced an abrupt staffing change in the part time special education director position in fall 2021. This caused further confusion and resulted in a greater lack of ownership among other staff.

SLLIS has already completely addressed this issue. First, SLLIS hired a Special Programs Director for the 2022-2023 school year. One of her first priorities was to establish a strong system for dyslexia screenings and to implement them with fidelity, which SLLIS accomplished as required. The Special Programs Director has developed procedures and systems to ensure that SLLIS meets all requirements not only for dyslexia screening, but also under IDEA and all Federal Programs. SLLIS participated in Tiered Monitoring for Federal Programs in the 2022-2023 school year and is in full compliance. SLLIS also has well documented information about each Federal Program for future fidelity to these programs.

Internal Assessment Data - Partially Meets

Provides summative reports printed from the academic assessment site to include aggregate achievement levels (as defined by the assessment) full school, by grade, by race, and by FRL. Provides reports from other assessment sites (if available - such as Panorama) to provide aggregated and disaggregated information, as available.

Action Steps and Rationale: SLLIS is working with Renaissance, PowerSchool, Panorama, and Clever to ensure that all systems are integrated and that student demographic information, including FRL status and ethnicity, are included.

3-5 Year Budget - Partially Meets

Beyond ESSER funding, there is a large anticipated annual deficit in SY25. For this reason, the school has developed a 5-year projection where they add 105 kids over 5

years to get them to a balanced budget with a 36% surplus. This does not include projections for major capital projects - these would require separate fundraising. The rationale for the long-term budget makes clear the assumptions upon which it is built. It demonstrates a year-over-year deficit, for five years, until enrollment is increased according to the plan.

Action Steps and Rationale: SLLIS has made intentional and strategic decisions in fiscal management since ESSER funds became available. With the knowledge that the school needed to improve in various areas of operation, the Board, Finance Committee, Superintendent, and CFO chose to leverage those funds, build balances, and strategically improve the school. Should the key revenue factor, enrollment, decline, the Superintendent will adjust the budget (and likely the staffing plan) appropriately to ensure the school remains in a strong financial position.

American Flag - Partially Meets

Placed in front of building.

Action Steps and Rationale: SLLIS will work with CityWide, its facilities vendor, to identify where the flag will be displayed in front of the school building and a timeline for installation. SLLIS will contract services through CityWide to complete the installation of the flagpole by no later than September 1, 2023. SLLIS will then display the flag after installation is completed.

Emergency Drill Calendar - Partially Meets

Regular tornado drills are held with a record of date, time, and observations (a minimum of 2).

Action Steps and Rationale: SLLIS has already developed the Emergency Drill Calendar for 2023-2024. It is an Appendix in the Crisis Management and Communications Plan. SLLIS has scheduled two tornado drills.

Climate and Culture Surveys - Partially Meets

Provides the analysis of these data provided to staff or board, and indicates how the school will respond to these data.

"Reports were provided, but it is not yet clear how the school will respond to the data.

The survey process is robust and provides detailed data related to school culture.

Results herein are presented in comparison to national norms.

Responses from students in grades 3-5 indicate teacher-student relationships and classroom engagement are the best areas of the school (second highest quintile).

Responses from students in grades 3-5 indicate the school is in the second lowest quintile in classroom climate, rigorous expectations, and pedagogical knowledge.

Responses from students in grades 6-8, indicate the school is in either the lowest or second lowest quintile in all areas: classroom belonging, classroom climate, classroom engagement, classroom rigorous expectations, classroom teacher-student relationships, and pedagogical knowledge.

Responses from staff made significant progress in favorable responses from SY22. This is likely a result of the new federal programs/student support leader's work. Staff responses resulted in being in one of the top two quintiles in evaluation, feedback and coaching, and professional learning. They also had primarily favorable responses in school climate, school leadership, and staff-leadership relationships. Their one area in the lowest quintile is related to having adequate resources. These positive sentiments were echoed in staff interviews.

Responses from teachers made some progress but still demonstrate concerns, with all results in one of the bottom two quintiles: evaluation, feedback and coaching, professional learning, resources, school climate, school leadership, and staff-leadership relationships. These concerns were echoed in the teacher interviews

Responses from parents indicate favorable responses in the following areas: communication with, approachability of, and responsiveness of the teachers; communication overall; leadership approachability; and systems for health and safety. 69% believe SLLIS has rigorous academics, and 92% believe their child is learning at SLLIS. 88% feel welcome at SLLIS. Parents indicate fewer favorable responses related to feedback: being asked for it and incorporating it. This sentiment is echoed by the teachers (both in surveys and interviews)."

School Culture: Communicates effectively to all stakeholder groups - Partially Meets

75% of parent survey respondents (96 respondents) indicate the school communicates effectively; 54% of staff and 35% of teachers indicate the school leaders communicate important information effectively.

School Culture: Maintains a school culture conducive to learning and continuous improvement - Partially Meets

While surveys indicate concerns with school culture (see above), in interviews teachers highlight some positives, as well. Teachers are very committed to the mission of the school and discuss at length the level of collegiality amongst the teachers and their willingness to support each other. School staff also highlight some positives with relation to collegiality, but express some concerns related to student behavior. With relation to leadership, teachers indicate a lack of support, professional

development/coaching, care/concern, voice, or appropriate schedules, all of which have negatively impacted the school culture. Interviews indicate that both staff and teachers agree that adults in the building expend the most energy on discipline or expectations of students. Teacher interviews are in contrast to the interview with the person provided to give insight on school culture, who feels the culture is strong. He indicates students are happy here and that they build the staff culture effectively through the interview process: hiring those aligned to the mission.

Climate and Culture Surveys / School Culture Action Steps and Rationale

SLIS has thoroughly described plans for improving staff and school culture throughout this application and in the 2023-2024 CSIP and supporting documents.

See section [A.3 Climate and Culture](#) for detailed information in this application.

See Appendix A for the 2023-2024 [CSIP](#) for detailed plans in 2023-2024.

Title IX

Training materials used for annual training in accordance with Title IX of the Education Amendments of 1972 are posted on the school's website. - **Does Not Meet**

Not posted on the website when searched on 9/28/22 and on 10/10/22; The statement that people had completed training was submitted to UMSL, but that is not what is required. On 5/2/23, submitted a link to training materials on website, but they do not meet the requirements. All materials used to train Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must be posted. I believe most people use those provided by Tueth Keeney.

The school has designated a person for each of the 4 Title IX required roles. **Does Not Meet**

Board policy does not reference 3 required roles: investigator, decision-maker, and person who facilitates an informal resolution process.

All staff is trained in accordance with Title IX of the Education Amendments of 1972.

Does Not Meet

On 5/2/23, submitted a link to training materials on website, but they do not meet the requirements. All materials used to train specifically Title IX Coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process must be posted. I believe most people use those provided by Tueth Keeney.

Title IX Action Steps and Rationale

SLLIS does have all required portions referencing complaints prior to becoming formal, and the investigator and decision-maker of the Title IX Policy in its [Board Policy Manual](#) (see Operations 3570; Sections 2 and 6). The Title IX Coordinator handles informal complaints as necessary until the complaints become formal.

SLLIS will ensure that proper Title IX training documents are linked to the website by no later than October 1, 2023.

Teacher Evaluation Plan - Partially Meets

The school uses a teacher evaluation system based on the 7 Essential Principles of the Missouri Teacher Evaluation System.

This year, SLLIS utilizes the NEE system and provides teachers access to the portal to see the feedback from their evaluations. SLLIS submitted the standards and rubrics for the standards, but the plan is unclear. The submissions do not outline how these standards and rubrics are used. SLLIS is working on an updated evaluation process. On 5/2/23, SLLIS submitted drafts of initial documents for the PIP and write-up documents. It is suggested to rethink the growth plan document to include goals related to student academic improvement too. The submission indicates there will be leadership eval forms, but they are not present.

Action Steps and Rationale: Professional Development and Teacher Evaluation System

In 2022-2023 SLLIS partially met this expectation according to UMSEL's annual review.

SLLIS is implementing a number of strategies to address this concern. First, SLLIS has hired a new Principal for 2023-2024. His very first priority will be to begin to close the gap between teachers and administrators by focusing on building relationships and authentically supporting the staff. He will accomplish this by developing a Staff Culture Plan that is aligned with the CSIP. This will be developed in July 2023. He will also adhere to the [SLLIS 23-24 Professional Learning Plan](#) with fidelity. This plan is included as an Appendix to this application.

SLLIS also has goals embedded into its CSIP to address these challenges, and these goals are listed below.

By the end of the 2023-2024 school year, SLLIS teachers' perceptions of coaching and professional learning will improve, as measured in the following ways:

- Staff and teacher positive perceptions of Feedback and Coaching will increase as measured by the Pandora end of year survey.

- Staff will increase from 69% to 77%
- Teachers will increase from 43% to 51%
- Staff and teacher positive perceptions of Professional Learning will increase as measured by the Pandora end of year survey.
 - Staff will increase from 60% to 68%
 - Teachers will increase from 36% to 44%

SLLIS aims to achieve these goals by implementing a robust, intentional Professional Learning Plan. This will include individual, small group, and all-staff professional learning. For individual professional learning, SLLIS instructional leaders will implement the cognitive coaching model, and 90% of teachers receive ongoing, personalized coaching and in-person feedback a minimum of once every two weeks. For group professional learning, 90% of SLLIS teachers and staff will participate in Professional Learning Communities a minimum of once every two weeks. Finally, for all-staff professional learning, SLLIS will routinely collect feedback on the Professional Learning Plan and will distribute surveys after all-staff professional learning events. Adjustments to the PL Plan will be made as possible based on the feedback received. One major area of focus for the 2023-2024 Professional Learning Plan will be strong implementation of the PBIS model across the school and a focus on Teach Like a Champion Strategies in every SLLIS classroom.

Additional Details about the 2023-2024 Professional Learning Plan can be found here:

[SLLIS 23-24 Professional Learning Plan](#)

Section [A.6 Professional Development](#), in this application document

Also new to SLLIS for the 2023-2024 school year is a Professional Growth Plan and Evaluation System that all SLLIS administrators will be evaluated on. This plan requires intentional focus on some of SLLIS' greatest areas of need when it comes to relationships between staff and administrators, including accountability for administrators for ongoing coaching, 1-1 support for their direct reports, proactive communication, and personal organization systems that allow administrators to stay on top of all these tasks. This new evaluation system will be approved by the SLLIS Board of Directors in June 2023.

Staff Retention

See target in performance contract (75%); school demonstrates stability with its instructional staff. - **Does Not Meet**

Teacher interviews indicate strong concern with the amount of teacher turnover. Because there is concern about the coaching and PD program, the teachers indicate

this turnover is impacting outcomes because they are consistently bringing in new teachers and not effectively developing them. (This was not factored into the overall rating because it impacts another area in the summary)

Action Steps and Rationale: Teacher Retention

The final area for focus in SLLIS' 2021-2022 UMSL Annual Review is teacher retention.

While there are certainly factors that SLLIS cannot control related to staff retention, including the impact of COVID-19 on schools in the United States and the movement of international staff to the United States and back to their home countries, Missouri's overall retention rates for the same two school years were 90.1% and 88.1%, respectively. Focusing on the factors discussed in previous sections related to staff culture and morale will certainly have an impact on teacher retention; therefore, the new principal will be highly focused on staff culture. The culture priorities identified by the SLLIS Strategy Team for 2023-2024 and beyond are Caring and Purpose. As mentioned previously, SLLIS has also taken numerous steps to ensure strong, predictable compensation structures and competitive benefits. SLLIS is also considering systems for additional benefits for veteran teachers. Detailed information regarding culture and SLLIS' plans can be found in [Successes and Areas for Growth: Staff Culture](#), a former section of this application.

Communication - Partially Meets

Leaders maintain open, consistent, clear communication among students, staff, parents, and administration.

SLLIS has a clearly documented communication plan. 75% of parent survey respondents (96 respondents) indicate the school communicates effectively; 54% of staff and 35% of teachers indicate the school leaders communicate important information effectively.

Action Steps and Rationale: Communication

SLLIS will continue to prioritize strong communication measures. The 2023-2024 SLLIS Communication Plan is being drafted in July 2023 to ensure that the new Principal is engaged in this process. This will be especially important between teachers and the Principal; therefore, a number of strategies for communication between building level administrators and the staff will be clearly established in this plan.

Competency

The Executive Leader demonstrates competency in a multitude of areas, effectively coordinating the school's staff, program, and board toward achieving the mission.

Partially Meets

The school is in a state of transition, as they are transitioning away from another principal. The Executive Leader will need to ensure that this next transition of leadership is well-supported and strategically planned in order to ensure they improve in identified growth areas, in order to meet the mission of the school.

The Executive Leader establishes programs and policies that enable all students to be served effectively. - Partially Meets

The Superintendent is in the process of developing the plan to ensure that the program is leading to greater outcomes for students.

Action Steps and Rationale: Competency

The SLLIS Superintendent has worked in collaboration with the Strategy Team in Spring and Summer 2023 to ensure that every possible step is finalized before the Principal arrives so that his success is ensured.

The Team worked on a comprehensive set of Summer Deliverables in collaboration with one another to ensure that this occurred. The Summer Deliverables by team members are listed below. As of July 2023, SLLIS is in the process of onboarding the new principal.

FULL TEAM Deliverables	Due May 31	Due June 30
	<input type="checkbox"/> All Summer Mailer items <input type="checkbox"/> Required training information for Back to School scheduling	<input type="checkbox"/> Finalized Professional Growth Plan, including SMARTIE Goals (details coming soon) <input type="checkbox"/> Updated Role Expectations worksheet (if applicable, please hold on this for ILT) <input type="checkbox"/> List of top priorities for your role (July through September; ILT should draft these but understand they may shift)
Instructional Leader	Due May 31	Due June 23

<p>Tasks</p> <p>These items will be reviewed in a team setting.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> SIP outline completed, including SMART goals <input type="checkbox"/> Plan for: <ul style="list-style-type: none"> <input type="checkbox"/> Elementary Generalist <input type="checkbox"/> SIPPS model <input type="checkbox"/> Other intervention methods 	<ul style="list-style-type: none"> <input type="checkbox"/> PBIS system, team members, and meetings outlined <ul style="list-style-type: none"> <input type="checkbox"/> Expectations for cafeteria, restrooms, hallways, arrival, dismissal, playground, bus, completed <input type="checkbox"/> Draft template for additional universal expectations <input type="checkbox"/> Attendance Accountability Plan drafted <input type="checkbox"/> Input and support for Weeks 1-3 PD plans <input type="checkbox"/> SIP finalized <input type="checkbox"/> Professional Learning Plan aligned with CSIP drafted (this will take place in July) <input type="checkbox"/> Completed Master schedule for 2023-2024 <input type="checkbox"/> Interventionist Plan (this will likely be finished by 6/30)
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<p>District</p>	<p>Due May 31</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed Strategic Plan Metrics, including 22-23 data <input type="checkbox"/> Finalized charter renewal application <input type="checkbox"/> Completed CSIP <input type="checkbox"/> Outline for SIP Team 	<p>Due June 23</p> <ul style="list-style-type: none"> <input type="checkbox"/> Back to School Kickoff Schedule - final draft <input type="checkbox"/> Finalized CSIP, SIP, Literacy Plans; ready for board approval <input type="checkbox"/> 23-24 Professional Learning Plan - meets UMSL requirements (6/30) <input type="checkbox"/> Plan for operationalization review in July
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<p>Talent</p>	<p>Due May 31</p> <ul style="list-style-type: none"> <input type="checkbox"/> Building fully staffed <input type="checkbox"/> Interns secured and placed with host family <input type="checkbox"/> Visa process for each staff 	<p>Due June 23</p> <ul style="list-style-type: none"> <input type="checkbox"/> Protocol for staff file purging generated <input type="checkbox"/> 50% of staff files cleaned up <input type="checkbox"/> Onboarding paperwork
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	member in progress and on track <input type="checkbox"/> Professional Growth Plan template	collected for all new staff <input type="checkbox"/> Outboarding process completed for all outgoing staff <input type="checkbox"/> Final draft of staff handbook completed (Board to approve on June 21)
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Instruction	Due May 31	Due June 23
	<input type="checkbox"/> Elective offerings list 23-24 <input type="checkbox"/> Draft electives communications <input type="checkbox"/> Instructional supply order Purchase Orders submitted (dual language and classroom supplies) <input type="checkbox"/> Get started on PowerSchool Gradebook	<input type="checkbox"/> Draft athletics communications and timeline <input type="checkbox"/> Events calendar, including all major language program events + graduations for 2023-2024 <input type="checkbox"/> Finalize PowerSchool gradebook, prioritizing Middle School <input type="checkbox"/> Develop overall Field Trip plan that can be introduced to staff in August <ul style="list-style-type: none"> <input type="checkbox"/> Plan for College Visit field trips

Curriculum	Due May 31	Due June 23
	<input type="checkbox"/> TFP Scope and Sequence completed <input type="checkbox"/> TSP and TCP Scope and Sequences drafted <input type="checkbox"/> Curriculum materials Purchase Orders submitted (as many as possible!) <input type="checkbox"/> Instructional supply order POs submitted to Gloria (dual language and classroom supplies)	<input type="checkbox"/> TFP curriculum programs selected <input type="checkbox"/> TFP assessment tools selected <input type="checkbox"/> TFP Instructional Guide outlined <input type="checkbox"/> Ensure SLLIS Curriculum Shared Drive is up to date with PDF and Google Doc files of all written curriculum

Special	Due May 31	Due June 23/30
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Programs	<input type="checkbox"/> Draft Federal Programs plan and budget <input type="checkbox"/> Plan for DESE finance submissions lines of responsibility (LDR/SLLIS)	<input type="checkbox"/> Interventionist schedule and parameters (answers question - who receives intervention and how/when) <input type="checkbox"/> Special Programs instructional schedule <input type="checkbox"/> Federal Programs plan and budgets finalized and ready for submission (6/30)
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Communications	Due May 31	Due June 23
	<input type="checkbox"/> Summer mailer items collected and prepared <input type="checkbox"/> Draft Family Handbook for 23-24	<input type="checkbox"/> 23-24 Communications Calendar and Plan <input type="checkbox"/> Final draft of family handbook completed (Board to approve on June 21) <input type="checkbox"/> Summer mailer sent (ASAP!) <input type="checkbox"/> Continue to visit daycares and preschools as much as possible

Enrollment and Reporting	Due May 31	Due June 23
	<input type="checkbox"/> Continue to visit daycares and preschools as much as possible. <input type="checkbox"/> Reach out to enrolled families and those in the enrollment pipeline proactively <input type="checkbox"/> Prepare June 30 MOSIS	<input type="checkbox"/> SLLIS Assessment Plan and Schedule 2023-2024 (including UMSL requirements) (Draft SLLIS 2023-2024 Assessment Plan) <input type="checkbox"/> June 30 MOSIS data ready to submit <ul style="list-style-type: none"> <input type="checkbox"/> Attendance file <input type="checkbox"/> Student Core file <input type="checkbox"/> Course completion file <input type="checkbox"/> Discipline file <input type="checkbox"/> Screens data <input type="checkbox"/> Continue to visit daycares and preschools as much as possible <input type="checkbox"/> Provide input on detailed Daily Attendance Procedure

Operations	Due May 31	Due June 23
	<ul style="list-style-type: none"> <input type="checkbox"/> For 5/1: space allocations for all staff for 2023-2024 <input type="checkbox"/> Plan for any classroom moving projects for the summer (by 5/15) <input type="checkbox"/> Draft plan for 100% participation with FRL forms <input type="checkbox"/> Summer campus project schedule <input type="checkbox"/> Ensure that Bus Request form aligns with fields required by First Student and data submitted is clean 	<ul style="list-style-type: none"> <input type="checkbox"/> Review and make comments for any updates on Crisis Management Plan <input type="checkbox"/> Plan for furniture movement and trash removal when staff return in August <input type="checkbox"/> Emergency Drill Schedule drafted <input type="checkbox"/> Staff ID badges, name tags, keys, and parking passes ready (July 15)

Student Enrollment

While SLLIS meets Performance Contract targets for student retention, an area of concern that UMSL has expressed is overall enrollment.

Previously, due to SLLIS' Enrollment Policy, new students cannot join SLLIS cohorts above second grade. As such, when students leave the school, SLLIS has not been able to fill the seats that they vacate the way that any other public school would.

Another challenge related to enrollment decline has been the phasing out of the desegregation program in St. Louis. Prior to the phaseout, which began in 2019, students from 13 eligible municipalities in St. Louis County were authorized to enroll at SLLIS for free. From its founding years through 2019, approximately 10% of SLLIS' student population was made up of students from St. Louis County via the desegregation program. This number peaked at 12% in 2016 and has decreased steadily due to the phaseout of the program. Currently, less than 4% of SLLIS students have been "grandfathered in" due to the phaseout and come to SLLIS from St. Louis County.

Action Steps and Rationale: Enrollment

While SLLIS leadership is aware of and committed to the need for improved student enrollment and retention, some aspects of the shift in student population over the past five years have been a result of external factors. These factors include the highly mobile population that SLLIS serves, SLLIS' lack of entry points past first grade, and the loss of approximately 10% of SLLIS' prospective students and families as the desegregation

program was phased out. The COVID-19 pandemic also had a significant impact on student enrollment across Missouri, and St. Louis City saw the largest dip in student enrollment in the state from 2019 to 2021 according to the [PRiME Center's March 2022 Enrollment Brief](#). This undoubtedly affected SLLIS and other public schools in St. Louis City.

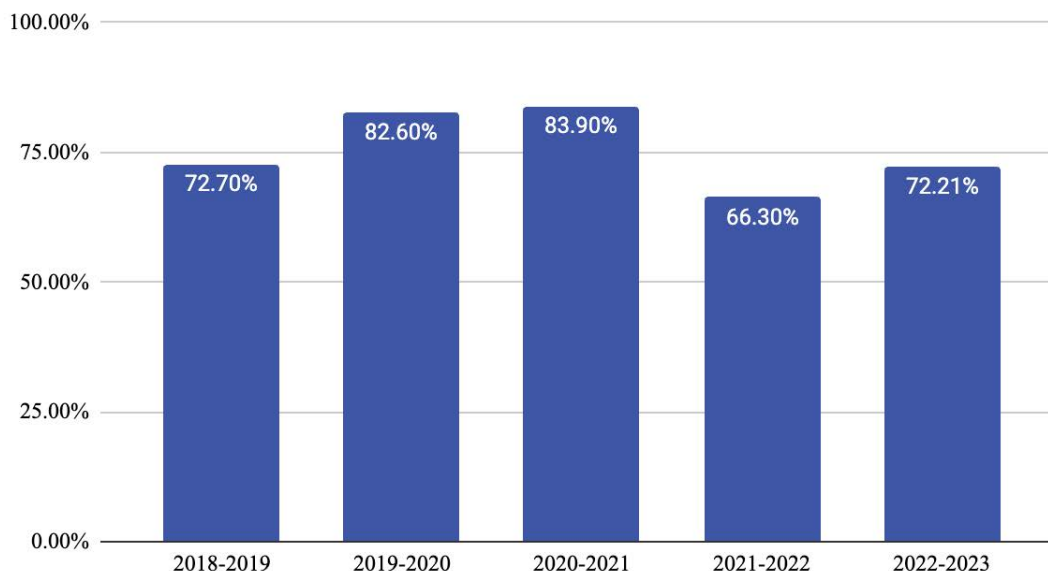
In the coming charter term, SLLIS aims to increase its overall enrollment by opening new entry points to serve more families in alignment with its mission. In the past, only students in Kindergarten and First Grade could join SLLIS. Starting in 2023-2024, SLLIS will open its Bridge to French Program, in which students who are new to SLLIS may enroll in Grades 2-5. In this program, new students will have access to French core content courses in science and social studies in English as they learn French in an accelerated setting. SLLIS plans to expand this Bridge program by potentially offering it in other languages in the future. SLLIS is also opening another entry point at the Pre-K level in 2023-2024 by launching its Dual Language Pre-K classroom with a target enrollment of ten students. SLLIS may also consider broadening its entry points to include Grades 6-8. These strategies will ensure SLLIS meets its enrollment and retention goals during the charter term.

As of now, SLLIS' new entry points have helped strengthen projected enrollment for 2023-2024. As of July 17, 2023, SLLIS has 115 new "traditional" enrollments (in K, 1 or from a language immersion environment), 23 new Bridge to French Program enrollments, and ten families completing Pre-K applications for 2023-2024.

Attendance

In recent years, SLLIS has not met the attendance target for 90/90 attendance. The table below shows the 90/90 attendance rate in recent years.

90/90 Attendance



There are a number of factors that contributed to the low proportional attendance rates from 2020-2022 at SLLIS, including the impact of COVID-19 and SLLIS' daily attendance procedures. First, due to quarantine, illness, and the focus on maintaining a safe learning environment, many students who would typically have strong attendance missed numerous days of school between 2020 and 2022. For example, SLLIS encouraged students with any symptom of COVID-19 NOT to attend school in order to ensure a safer learning environment. This impacted the overall number of students who did attend school 90% of the time. While there were numerous attendance supports in place during the 2020-2021 school year, many of these supports were not available during 2021-2022, when DESE reinstated typical attendance rules.

In 2022-2023, SLLIS has worked to clarify attendance procedures and ensure strong participation on the part of staff. Looking ahead, SLLIS has placed a heavy focus on attendance in its 2023-2024 CSIP and is focused on strong attendance procedures and creating a positive culture of attendance. SLLIS goals for attendance for 2023-2024 are as follows: *By the end of the 2023-2024 school year, Average Daily Attendance will increase from 89% to 93%; 90/90 attendance will increase from 71% to 90%.*

Action Steps and Rationale: Attendance

SLLIS is committed to implementing research-based strategies to address this deficit. At the beginning of the school year, the new Principal will ensure that staff, especially international teachers, understand the importance and impact of strong attendance.


Then, he will work with an Attendance Team throughout the year. The Attendance Team, which is a committee distinct from SST that will function in alignment with the CSIP will do the following at weekly meetings: Review attendance procedures, especially staff fidelity; Identify and implement ways to further engage families with attendance; Provide attendance interventions for students and families as necessary; Promote a culture of attendance by creative and implementing incentives. The Attendance Team will also be responsible for sharing the attendance goals with the full staff and providing data on progress towards those goals on a monthly basis.

Academic Performance Summary: Areas Not Met

UMSL has documented the following areas where SLLIS has not met targets in the 2023-2024 Annual Review. This information has been placed below; areas of concern are highlighted in red.

Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction
70+	76.3	N/A	N/A	52	TBD	Does Not Meet	↘
<i>Exceeds Home District?</i> <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	<i>SLPS = 50.8</i>	<i>SLPS = N/A</i>	<i>N/A</i>	<i>SLPS = 64</i>	TBD	Does Not Meet	↘
Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction
Target		44%	48%	48%	52%	Does Not Meet	↘
Actual Score	36%	N/A	40%	30%	TBD		
<i>Exceeds Home District?</i> <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	<i>N/A</i>	<i>N/A</i>	<i>SLPS (K-8) = 16%</i>	<i>SLPS (K-8) = 17%</i>	TBD	Exceeds	↔
Target		30%	37%	37%	45%	Does Not Meet	↘
Actual Score	28%	N/A	31%	23%	TBD		
Target		300	307	307	315	Does Not Meet	↘

Actual Score	296	N/A	303	356/ 277	TBD		
Target		270	277	277	285	Does Not Meet	
Actual Score	273	N/A	282	340/ 253	TBD		
Target		44%	48%	48%	52%	Does Not Meet	
Actual Score	35%	N/A	40%	24%	TBD		
<i>Exceeds Home District?</i> <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	SLPS (K-8) = 9%	SLPS (K-8) = 11%	TBD	Exceeds	↔
Target		25%	32%	32%	40%	Does Not Meet	
Actual Score	28%	N/A	28%	16%	TBD		
Target		300	307	307	315	Does Not Meet	
Actual Score	284	N/A	273	327/ 247	TBD		
Target		270	277	277	285	Does Not Meet	
Actual Score	259	N/A	245	306/ 217	TBD		
Target		20%	26%	26%	33%	Exceeds	↔
Actual Score	28%	N/A	32%	33%	TBD		
<i>Exceeds Home District?</i> <i>(Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	N/A	N/A	SLPS = 12%	SLPS 5th=16 %, 8th=15 %	TBD	Exceeds	↔
Target		18%	25%	25%	32%	Does Not Meet	
Actual Score	27%	N/A	23%	17%	TBD		
Target		260	270	270	280	Meets	↔
Actual Score	265	N/A	268	351/ 266	TBD		

Target		230	243	243	255	Does Not Meet	
Actual Score	258	N/A	246	321/ 228	TBD		
Indicators/Measures	SY 19	SY 20	SY 21	SY 22	SY 23	Cumulative Rating	Direction
>= 50	52.2	N/A	52.5	Average; Z = -0.02598; SIG = 0 NCE = 49.5	TBD	Partially Meets	
<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	48.9	N/A	SLPS = 49.8	SLPS Z = 0.0534; SIG = 1 NCE = 51.1	TBD	Does Not Meet	
>= 50	N/A	N/A	N/A	Average; Z = -0.0517; SIG = 0 NCE = 48.9	TBD	Partially Meets	
>= 50	51.9	N/A	50.2	Below Average; Z = -0.2184; SIG = -1 NCE = 45.4	TBD	Does Not Meet	
<i>Exceeds Home District? (Meets or Exceeds if SLPS Score in this line is less than charter school score)</i>	49.1	N/A	SLPS = 48.9	SLPS Z = -0.02415; SIG = -1 NCE = 49.5	TBD	Does Not Meet	
>= 50	N/A	N/A	N/A	Below Average; Z = -0.2268; SIG = -1 NCE = 45.2	TBD	Does Not Meet	

Action Steps and Rationale: Academic Performance

SLIS' plans, goals, and strategies for academic performance are best summarized in the 2023-2024 CSIP. The CSIP is also included here as an Appendix.

E. Conclusions

In closing, the St. Louis Language Immersion School has much to celebrate from its past five years. From some of the highest growth in the state of Missouri to a new campus and a strong 5-year Strategic Plan, SLLIS has grown in significant ways in the past five years. SLLIS is well positioned for future success in the next charter term.

With its door open to any child in St. Louis City and a mission to provide a bilingual, culturally responsive, transformational education for the children of St. Louis City, SLLIS' educational offering is truly unique among charter schools in Missouri and across the country. Students are on the path to academic biliteracy in French, Spanish, and Chinese and are poised to become globally aware, culturally responsive leaders in St. Louis, in Missouri, and beyond.

Appendices

The Appendices consist of supporting documents to the Charter Renewal Application. They are provided as supplementary documents.

Appendix A - SLLIS Performance Contract for the next charter term

Appendix B - SLLIS 5-year Budget

Appendix C - SLLIS 2023-2024 CSIP

Appendix D - SLLIS 2023-2024 Professional Learning Plan