

2016 Annual Review Report St. Louis Language Immersion Schools

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Evaluation Standards

Ten elements of school evaluation:

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NOTE:

In the Evidence columns, under Required Documents:

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

Summary Page

Please note that the comments in this report reflect our analysis as of the end of the 2015-16 school year. We recommend that you refer to each individual element for more details.

1. Areas of Strength

Here are the top strengths that you can leverage to continuously improve and move you towards your vision.

- School Culture (Element IV)
 - The leadership change last summer improved the overall culture of the school system. Elementary students are proud of going to SLLIS schools and all stakeholders value SLLIS's diversity.
- Leadership (Element V)
 - The outside consultant team and the interim president improved many areas of school operations and finance.
- Teaching Staff (Element VI)
 - Across all four schools, teachers represent one of the significant strengths of the district. Dedicated to the school's vision and their students, they worked with school leaders to solve many challenges that emerged after the leadership transition in the summer of 2015.
- Student Support (Element VII)
 - School leaders continue to increase student support staff and provide resources to strengthen student support and compliance systems.
- Board Governance (Element VIII)
 - Under extremely trying circumstances, the board proactively addressed a host of existential challenges this past year.
- Parents (Element X)
 - Communication with parents has improved.

2. Areas for Improvement

Here are the key areas for improvement that are holding you back from reaching your vision.

- Vision (Element I)
 - In light of state test outcomes – especially those of SLLIS's low income students on Communication Arts; all stakeholders should revisit the vision of a full language immersion school to consider its viability for the students served by the schools.
- Student Achievement (Element II) and Curriculum (Element III)
 - If 2016 MPI numbers had been used, SLLIS would have earned fewer points in Communication Arts and Math. Because of hold harmless which triggers the use of 2014 numbers, this did not hurt the school's APR this year. Next year, hold harmless no longer comes into play. Two ways to reverse the trend are to continue to focus on:
 - Students who score below basic on the MAP
 - In Communication Arts, that percentage decreased over last year's percentage (27% vs. 37.3%), but both of these percentages are still above the 2014 percentage of 20.9.
 - In Math, the percentage slightly decreased over last year's (30.6 vs. 33.5), but both of these numbers are well above the 2014 percentage of 14.3.
 - LEA-wide performance in science.
 - Curriculum and Instruction leaders should focus on strengthening the math and science programs – science especially.
- Culture (Element IV)
 - Cleanliness in both buildings and security at the Marine building continue to be serious concerns.

- Leadership (Element V)
 - Though the school made positive strides in many areas, new leadership must continue to improve school operations and tighten the budget even more. School buildings and student recruitment remain as serious challenges.
- Teaching Staff (Element VI)
 - Teacher certification remains as a serious concern. Combined with budget challenges, the school should consider a reexamination of its staffing philosophy.
- Board Governance (Element VIII)
 - The board lost a number of members this past year. It is important that the board fills these openings with new members who bring key skill sets; especially in school finance, educational leadership, curriculum and instruction, and commercial real estate.
 - The Board needs to strengthen:
 - The process for the evaluation of the executive director.
 - Board development and training, especially for new members.
 - Oversight of student academic performance by increasing:
 - Skills related to interpretation of student assessment data
 - Knowledge of curriculum and instruction.
- Finances (Element IX)
 - The school's overall financial situation, as evidenced by a low end-of-year fund balance, though an improvement over previous years, is still not strong. The Board needs to continually assure that SLLIS meets its budget goals for the present as well as the future and eliminates all deficit spending starting in FY18. Given the current financial situation with SLLIS, close attention and oversight by the Board as well as UMSL are needed. The margin of error from this point forward is very slim.

I. Transformative and Innovative Vision A transformational school:		
Standard	Indicators	Evidence
a. Develops a transformational mission and vision for its students and their families.	i. Reaching the vision clearly places students on paths of greater opportunity in life.	Required Documents:
		<ul style="list-style-type: none"> • Charter Application: (Met as part of the charter application approval process.) • Approved Charter Amendments
b. Students, parents and staff understand and are invested in the mission and vision.	a) Students, parents and staff can articulate the mission and vision. b) In their classrooms, teachers and students are mission driven as indicated by their enthusiasm, active and consistent participation and task completion.	Other Evidence
		Required Documents: Other Evidence <ul style="list-style-type: none"> • Student, parent and staff interviews and survey data • Classroom observations

Areas of strength	Areas for improvement
<ul style="list-style-type: none"> • The board, school leadership and staff of SLLIS believe in and strive to reach the vision. • The student ambassador program helps visitors understand the vision of each school. 	<ul style="list-style-type: none"> • In light of state test outcomes – especially those of SLLIS’s low income students on Communication Arts; all stakeholders should revisit the vision of a full language immersion school to consider its viability for the students served by the schools.

II. Substantive Student Academic Achievement: A transformational school:		
Standards	Indicators	Evidence
a. Sets and meets clear, meaningful, and measureable academic goals and student learning objectives as stated in the charter through an accountability plan (performance contract) with its sponsor b. Demonstrates high expectations for student achievement	i. Articulates its curricular content and performance standards, including minimum student performance standards for advancement or graduation. ii. Student achievement targets in the accountability plan (performance contract) propel students towards proficient and advanced scores on state assessments and success in future educational and occupational settings. iii. Uses multiple forms of assessment, including growth-measures assessments, to inform instructional decision-making. iv. Implements assessments that collect data about students' short-term acquisition and long-term mastery of essential knowledge. v. Analyzes assessments to gauge students' progress towards meeting school performance goals and makes instructional adjustments, as needed, to improve student achievement. vi. Tracks and disseminates growth data for students over time using both norm referenced measures and state assessments. vii. Closes the achievement gap among sub-groups of students. viii. Complies with the accountability plan (performance contract) established with its sponsor. ix. Maintains an attendance rate that aligns with the school's performance contract. x. Maintains a high graduation rate (secondary schools) that aligns with the school's performance contract.	Required Documents: <ul style="list-style-type: none"> • Performance Contract
		Other Evidence <ul style="list-style-type: none"> • Teacher and instructional coordinator interviews • Internal formative and summative assessment data • MSIP-5 student achievement, attendance and retention data.

Note:
 Due to DESE's implementation of a new MAP test a year ago, it has been challenging to accurately assess our school's performance in the area of academic achievement. Even though the communication arts and math assessments have changed each year between 2014 and 2016, DESE calculates its current APR scores for these two subjects on comparisons with 2014 and 2015 MAP outcomes.

Areas of strength	Areas for improvement
Communication Arts <ul style="list-style-type: none"> • LEA: Overall, SLLIS's scores rebounded from last year, earning status points and approaching the 2014 score. 	Communication Arts <ul style="list-style-type: none"> • LEA: All schools' African American and Super Sub group students scored significantly lower than the LEA total.

<ul style="list-style-type: none"> TFS: The 2016 MPI score has improved each year since 2014 due to a combination of growth in the percentage of students scoring proficient or advanced and a decrease in the percentage scoring below basic. TCS: The 2016 MPI score was 60 points greater than 2015 with significant increases in proficient and advanced scores and a decrease in below basic. TSS: The 2016 MPI score rebounded from last year, earning status points and approaching the 2014 score. 	<ul style="list-style-type: none"> TIS: The 2016 MPI score (255.6) is well below the threshold for earning any status points (300).
<p>Math</p> <ul style="list-style-type: none"> TCS: Though the percentage of proficient and advanced decreased from last year, the decrease in students scoring below basic decreased even more, resulting in an overall increase in the 2016 MPI score of 371.4. Math outcomes are strong in TCS. TCS's African-American and Super Sub group students scored above 300, earning status points. 	<p>Math</p> <ul style="list-style-type: none"> LEA, TCS, TSS: 2016 outcomes improved over 2015, but fall well short of 2014 outcomes and are not high enough to earn any status points. LEA: All schools' African American and Super Sub group students scored significantly lower than the LEA total. TFS: 2016 outcomes declined for the second year in a row. TIS: 2016 outcomes declined from last year's low number, including a drop in proficient and advanced from 21.9% to 11.1%. Almost half of the students performed below basic.
<p>Science</p>	<p>Science</p> <ul style="list-style-type: none"> LEA: The 2016 MPI score represented a significant drop in student performance from 2015 (240.5 vs. 293.2).

III. Transformational Curriculum		
A transformational school:		
Standards	Indicators	Evidence
a. Curriculum and instruction are aligned to the mission, vision and educational philosophy of the school.	i. Curriculum scope and sequence provide opportunities for students to reach the school's mission and vision. ii. Instructional practices provide opportunities for students to reach the school's mission and vision. iii. Curriculum and instruction are aligned to the educational philosophy of the school as described in the charter.	Required Documents: <ul style="list-style-type: none"> Schoolwide Curriculum Scope and Sequence
		Other Evidence <ul style="list-style-type: none"> Classroom observations – including SPED and Title 1 programs Student and staff interviews Sample unit and lesson plans Student work
b. Provides a challenging, engaging, coherent, transformational curriculum that meets the academic needs of all students	i. Implements curriculum that clearly identifies and builds essential and enduring knowledge. ii. Structures a curriculum scope and sequence aligned to Missouri's Common Core Standards. iii. Ensures that the curriculum invests and prepares students	Required Documents: <ul style="list-style-type: none"> Same as above

	<p>to extend their learning and be successful beyond the classroom and beyond their school career (life-long learning, career readiness, college readiness, active citizenship).</p> <p>iv. Uses a variety of instructional techniques to enhance content acquisition and meet the needs of a diverse student population.</p> <p>v. Develops and implements clearly defined strategies to meet the needs of a diverse student population.</p> <p>vi. Utilizes high quality instructional materials, including technology, to support the curriculum</p>	<p>Other Evidence</p> <ul style="list-style-type: none"> • Same as above • MSIP-5 student achievement, attendance and retention data
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Areas of strength	Areas for improvement
<p>General Comments</p> <ul style="list-style-type: none"> • Amidst all of the challenges arising from the leadership change last summer (June, 2015), the academic program continues to be a strength of the district. • The PYP and MYP program supports teachers to build inquiry into their units and lessons. <ul style="list-style-type: none"> ○ Observations indicated that during some lessons, students in were engaged in student-centered, inquiry-oriented projects. • Teachers assess student progress continuously and use assessment data to inform grouping and intervention decisions. <ul style="list-style-type: none"> ○ Teachers have increased the amount of small group instruction to meet students where their needs are. • Students have access to technology. Math and language games online reinforce the instructional program. • Teachers and curriculum leaders district-wide have begun to develop a written curriculum, aligned between the three elementary schools, beginning with mapping standards and objectives in the core subject areas and holding conversations around sharing units, lessons and activities. Teacher surveys indicate that they have found this work to be valuable. • School leaders are analyzing the delivery model for language immersion to come up with a program or interventions that improve student literacy in L1. Related to this, the elementary schools provided L1 literacy instruction in grades K and 1 for the first time (though teacher interviews indicate it is not enough time). <p>Comments Specific to Individual Schools</p> <p>TFS</p> <ul style="list-style-type: none"> • Literacy instruction is improving. 	<p>General Comments</p> <ul style="list-style-type: none"> • The curriculum mapping work is a good start. Next steps should be strengthening vertical alignment, ensuring assessments align with standards and objectives and building courses and units within them that tightly align to the assessments to address these concerns: <ul style="list-style-type: none"> ○ New and even some experienced teachers aren't sure what to teach. Unaligned curriculum documents can confuse their decision-making. ○ In some subjects (especially math) or for certain units, teachers still search online for lessons. • At the elementary schools, two elements of the school's curricular and instructional approach impact student achievement. These two elements are: <ul style="list-style-type: none"> ○ The full-immersion approach in L2. ○ Greater emphasis and focus on using data to ensure students are meeting Missouri standards as measured by state assessments. <p>Both impact:</p> <ul style="list-style-type: none"> ○ Literacy proficiency in L1, especially for students who are behind in L1 when they first arrive. This will most likely require providing more instructional time in all grades, but especially K-1. The school should consider alternatives to the full language immersion approach. ○ The amount and depth of critical thinking and problem solving as set up by the PYP and MYP program. <p>The district must address the challenge of how to remain true to its vision of language immersion and development of critical thinking while developing strong literacy in English.</p> • Even with differentiation and grouping, the range of student ability in each classroom makes it very challenging to meet the academic needs

TSS

- Teachers will use GoMath next year in grades 3 – 5.

TCS

- Teachers have students track their own progress towards learning goals.

TIS

- Students track progress on their learning goals.
- Teachers are differentiating more and providing regular interventions to address individual student needs.

of students who are the lowest performers.

- All schools lack instructional resources in the L1 language.
- All schools lack instructional materials to support math and science instruction.
- Marine Building Schools (TCS, TFS, TIS): There is no evidence of a library media program, nor are there enough library media materials and resources to support the curriculum.
- Required document: The district's student assessment plan is not on file at UMSL's DropBox site.

Comments Specific to Individual Schools**TFS**

- The French school needs more teaching materials in French.

TIS

- Due to instability in school leadership and teaching staff the past two years and the influx of students new to SLLIS in grade 6, teacher interviews indicate concern regarding student fluency in French and Spanish. District leadership must address this.
 - This concern impacts the MYP work because it is more difficult for students to use words in L2 to show their thinking.
- Related to the point immediately above, most staff are new to MYP and need training on tailoring curriculum to the MYP approach.
- The district needs to focus on curriculum development in all subjects at TIS with a special focus on alignment to the elementary curriculum.

IV. Empowering Culture of Achievement A transformational school:		
Standard	Indicators	Evidence
a. Supports students in a safe, healthy, and nurturing environment that invests them in achievement, builds character, increases responsibility, fosters inclusion and inspires joy.	i. Creates a school environment conducive to learning and growth. ii. Maintains a safe school environment free of violence and the threat of violence. iii. Implements processes to promote student health and wellness. iv. Ensures that students feel supported and respected by teachers and staff. v. Communicates and consistently implements a comprehensive student discipline policy that complies with the Missouri Safe School Act and the requirements of the Individuals with Disabilities Education Act.	Required Documents:
		Other Evidence <ul style="list-style-type: none"> • Onsite observations • Parent surveys and interviews • Student surveys and interviews • Staff surveys interviews • Student support staff interviews (Counselors, nurses, social workers, School Psychologists) • Parent complaint/grievance records • Discipline, suspension and/or expulsion data

Areas of strength	Areas for improvement
General Comments <ul style="list-style-type: none"> • Teachers indicate that the leadership change last summer improved the overall culture of the school system. • Staff and students value and celebrate diversity – a strong characteristic of the district. • All of the teachers and support staff work very hard to carry out their duties. • Elementary students enjoy attending school at SLLIS and are proud of their schools. • Each elementary school reflects the culture associated with the school. • The students like the online RAZ Kids reading program and Splash Math. Comments Specific to Individual Schools TFS <ul style="list-style-type: none"> • Student interview and survey results indicate that their teachers: <ul style="list-style-type: none"> ○ Care about them ○ Provide extra help when they need it ○ Believe they can learn and hold high expectations for them TSS <ul style="list-style-type: none"> • Teachers indicate that students are happy in the building and feel safe. • Student interview and survey results indicate that their teachers: 	General Comments <ul style="list-style-type: none"> • In all three elementary school student surveys, a significant percentage of students did not agree that “students at the school are friendly.” • Staff and parents have security concerns at the Marine building and the surrounding neighborhood. • Students would like more lessons that have a hands-on component. • None of the students interviewed tracked their progress nor could they communicate specific learning goals. • Students do not like the Marine building. Comments Specific to Individual Schools TFS <ul style="list-style-type: none"> • Classroom management in the building has deteriorated this school year, leading to a tenser atmosphere. • Physical space constraints have challenged the school’s ability to build a strong sense of community through whole group activities. TSS <ul style="list-style-type: none"> • Student surveys indicate that a significant minority do not <ul style="list-style-type: none"> ○ Feel safe at school ○ Believe they are treated fairly ○ Believe that discipline is handled fairly

- Care about them
- Provide extra help when they need it
- Believe they can learn and hold high expectations for them
- Treat them with respect

TCS

- The school has a strong focus on student academic performance and have high expectations for their students.
- The school uses the PBIS system to reinforce positive behavior.
- Student interview and survey results indicate that:
 - They like their teachers, who are very positive.
 - In general, they feel safe in the building.
 - Their teachers treat them fairly.
 - Their teachers hold high expectations for them.
 - They know their learning goals.
 - They know how well they're doing towards reaching their goals.

TIS

- Along with greater staff stability, a low teacher-student ratio and more seasoned teachers have improved student behavior and positive feelings about the school in and out of the classroom.
- Teachers are working together more.

TCS

- Student interviews and survey results indicate that:
 - Older kids sometimes bully them during recess.
 - They do not feel safe on the bus, especially from TIS students.
 - They would like a real gym and bigger playground.
- Teacher surveys indicate that only 50 percent feel safe at the school.

TIS

- Though improvements have occurred, student behavior outside the classroom continues to be a concern that impacts the other schools in the building.
 - Middle school students tell of behavior issues in classrooms and hallways; however, they add that there has been some improvement.
- Because of staff turnover, it was challenging to implement PBIS.
- TIS lacks non-core academic courses in sports, drama, and music. Providing these courses and activities are not only important for addressing the whole child, but would help with student recruitment.
- Student surveys indicate that:
 - Almost half do not agree that teachers enforce rules fairly.
 - Over half do not agree that:
 - They like going to this school.
 - Their opinions are valued.
 - There is a feeling of belonging at the school
 - Differences among students and their families are respected at the school
 - They are treated fairly and with respect
 - The community is proud of this school

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

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

	vi. Ensures that school is in compliance with state and federal laws, policies and requirements and provisions in its contract with UMSL in these areas: <ol style="list-style-type: none"> a. Health and safety b. Student records: <ol style="list-style-type: none"> i. Thorough and comprehensive ii. Secure and confidential iii. Appropriate employee access to the data system c. Special Education d. Title I e. Free and reduced lunch f. Homeless and ELL students g. Fiscal management h. State testing i. Other operations 	Homeless and ELL Students <ul style="list-style-type: none"> • ELL Intervention Plan • ELL Pupil Count/Percentages • Homeless Student Policy Fiscal Management (Refer to Element IX: Sound Financial Operations below) State Testing <ul style="list-style-type: none"> • Quality Assurance – Grade Level Assessment Assurance Document • State Exam Security Policy • State Exam Testing Calendar Other Operations <ul style="list-style-type: none"> • Student/Parent Handbook • Media Policy Other Evidence <ul style="list-style-type: none"> • School leader interview • Document/MOSIS submission history with UMSL and DESE • Interviews with consultants: Shannon Spradling and Thurma DeLoach • FERPA compliance procedures • Student record keeping system
g) Conducts an annual school self-evaluation and report	i. With the Board of Directors, produces an annual school self-evaluation aligned to the school evaluation standards of the charter school sponsor.	Required Documents: <ul style="list-style-type: none"> • School Annual Self-Evaluation

Areas of strength	Areas for improvement
Under the Interim President's Leadership: <ul style="list-style-type: none"> • The leadership team worked in a much more collaborative way. • The district strengthened relations with parents through the establishment of the SLLIS council, which meets monthly and has opportunities to address the board. • Teacher interviews indicate broad support for the President's efforts to involve them in decisions and provide opportunities to give feedback. They appreciate the Teacher Leadership Team that regularly meets with him. • Though The International School struggled with maintaining stable staffing first semester, second semester witnessed much improvement in this area. • The district started on curriculum work that will strengthen horizontal and vertical alignment across all four buildings. 	Incoming President <ul style="list-style-type: none"> • Student recruitment for 2017 in all three schools at Marine poses a serious challenge. The number of 5th graders moving up to 6th grade has been disappointing. Discipline: Comments Specific to Individual Schools TFS <ul style="list-style-type: none"> • A significant majority of teachers do not agree that discipline is handled fairly in the school. Over a third of students do not agree that discipline is handled fairly. UMSL interviews supported these findings. TIS <ul style="list-style-type: none"> • A significant majority of students do not agree that discipline is handled fairly

- Front office operations improved with more systems either fixed or heading in the right direction.
- The district prioritized a goal that all teachers are HQT and certified. The President has worked with UMSL to address certification issues on a case by case basis.
- The district will keep the middle school open to maintain the school's long term vision
- The district conducted thorough surveys of faculty, students and families.

Communication

- Parents, school leaders and school staff all report that overall district communication has improved compared to a year ago.

Operations/HR

- Considering the dysfunction that characterized operations a year ago, almost all areas are in better shape this year. These include attendance, school lunch reporting, federal programs, and core data to name a few. School personnel in all buildings and at all levels attest to this general improvement.
- The district conducted active shooter drills.
- Some, teachers have received restraint and de-escalation training. The district has people on staff who can restrain children.
- Several teachers mention that staff turnover seems to have stabilized some compared to past years.
- The middle school team feels that it is currently at its strongest since its conception.

Teacher Evaluation and Professional Development

- Literacy and PYP staff observe teachers and provide coaching. Teachers benefit from this informal feedback.
- In-house PD has focused on using data more effectively to improve teaching and inform re-teaching efforts.
- The in-house curriculum mapping work was beneficial for teachers and increased collaboration across the three elementary schools.

Communication

- Some staff complain that SLLIS has become a culture of email communication and often too many emails are exchanged to reach decisions, answer questions or convey information that could have been taken care quicker and more timely through brief conversations.
- Teachers indicate that teacher to teacher communication between schools needs improvement.
- Instructional leaders and teachers indicate that the Google drive is hard to work with and inhibits communication.
- Although they also cite improvements, parent surveys (not broken down by building) indicate concerns with timely communication on school activities.

Operations/HR/Building

- In all buildings, the lack of human resources (specialists and assistants) places very heavy burdens on:
 - School leaders' capacity to meet their teacher's coaching and professional development needs. Heads of School would greatly benefit from administrative support staff.
 - Teachers' capacity to meet their students' academic and socio-emotional needs
- Out of Date Document: The most recent employee handbook on file at UMSL's DropBox site is dated 2011. If this is the most recent version, it needs an update. Otherwise, the most recent version should be posted at the DropBox site.
- Missing Document: The student-parent handbook is not on file at UMSL's DropBox site. This an UMSL requirement.
- Some teachers are having issues acquiring a green card due to the uncertainty of employment with SLLIS.
- Though progress has been made since a year ago, personnel files and student records are still a work in progress. The district must continue to work on fixing this problem so that all files are in full compliance with state laws.
- A significant percentage of teachers in TCS-TFS-TIS report that they have not received any violence prevention training.

Facilities

- Both buildings have had major issues operationally with leaks, heating and cooling with the Marine building having an extraordinary high number of issues.
- The Marine Building:
 - Pretty much everyone in the Marine building expressed frustration with the facility and specifically cited lack of space and serious cleanliness issues. Both negatively impact staff

morale.

- Because three schools operate within its confines, it is very challenging for any school to build community through school wide events.
- The location and condition of the building has hurt student recruitment in all three schools – but none more than the French School which has moved twice within the last five years.

Teacher Evaluation and Professional Development

- There is still no formal, state-compliant mentoring system in place.
- Teacher and Head of School interviews reveal that an evaluation system aligned with state evaluation principles and processes has not been implemented this year. Teachers are frustrated because they want constructive feedback and Heads of School are frustrated because they lack the capacity to fulfill their responsibilities in this area.
- It is understandable that the district continues to focus PD on improving literacy instruction in the elementary schools, but as stated in previous reviews, there is a strong need to balance this with PD on math instruction and curriculum development.
- The district should continue to look for ways to increase teacher collaboration between the three elementary schools. Consider providing opportunities for teachers to observe colleagues in other buildings. Many teachers cite that they find interactions with their own colleagues to be their most beneficial PD.
- Most teachers and instructional leaders report some general satisfaction with their formal, whole group PD, but expressed concern that the PD program provides no opportunity to develop their own growth areas. Consider how to build in a portion of district and school PD that is tied a formal teacher evaluation process and customized to meet individual areas for growth..
- Teachers would like more training on:
 - The use of technology to support planning and instruction as well as student-driven learning.
 - Working with and addressing the needs of special education students.
- To support interventions that strengthen L1 literacy, teachers will need PD on how to co-teach (two languages).

VI. Transformational Teachers		
A transformational teacher:		
Standard	Indicator	Evidence
a. Understands and believes in the vision and innovative identity of the school.	i. Develops an ambitious, measurable and inspiring course vision and goals aligned to the school's vision and innovative identity. ii. Provides students with a clear picture of what reaching the vision and goals looks like.	Required Documents:
		Other Evidence • Teacher and student surveys and interviews • Classroom observations
b. Takes responsibility for investing students in reaching their academic and personal growth goals.	i. Believes that all students can learn. ii. Holds high expectations for all students iii. Inspires and motivates students to reach the vision and goals. iv. Builds a strong culture of achievement where the classroom environment is conducive to learning and growing. v. Builds strong, trusting relationships with students and their families. vi. Is passionate about the content of the curriculum and conveys that passion to students.	Required Documents:
		Other Evidence • Teacher surveys and interviews • Classroom observations • Student and parent surveys and interviews • Course scope and sequence, unit and lesson plans
c. Develops and/or implements curriculum that is strongly aligned to student academic achievement and personal growth goals	i. Designs a course scope and sequence that is tightly aligned to the vision and goals. ii. Designs a course that engages students in both critical thinking and meaningful discourse around enduring understandings and essential questions. iii. Designs units and lessons that: o Are tightly aligned to course learning objectives and desired student outcomes. o Build on what students already know and do and provide the scaffolding they need to reach the level of success commensurate with the vision and goals. o Engage students with thought-provoking and ambiguous texts/materials that challenge their thinking and feelings. o Give students opportunities to conduct research to answer a question, explore and take a stand on an issue, or develop solutions to a problem. o Use writing to communicate their reflections and understandings o Incorporate a variety of teaching methods that meet the needs of diverse student learning styles	Required Documents:
		Other Evidence • School leader/Curriculum leader interview • Teacher surveys and interviews • Classroom observations • Course scope and sequence, unit and lesson plans • Assessment plans/performance tracking systems • Student performance data (including state, formative and internal benchmark assessments)

d. Employs best instructional practices to engage students in learning and raise academic achievement.	i. Keeps instruction student centered and inquiry oriented ii. Continually orients students to content iii. Continually orients students to each other iv. Continually checks for student understanding and makes appropriate adjustments as necessary	Required Documents:
		Other Evidence • School leader/Curriculum leader interviews • Teacher interviews • Classroom observations
e. Tracks student progress towards academic and personal growth goals and makes adjustments as necessary.	i. Uses multiple forms of assessment, including growth-measures assessments, to inform instructional decision-making. ii. Evaluates students' progress towards meeting course and school performance goals and modifies goals, as needed, to improve student achievement. iii. Tracks and disseminates growth data for students over time using both norm referenced measures and state assessments. iv. Builds student skills in tracking their own progress and motivates them to take charge of their own academic and personal growth. v. Pursues professional development opportunities to address areas for growth in their own teaching.	Required Documents:
		Other Evidence • School leader/Curriculum leader interviews • Classroom observations • Teacher surveys • Course scope and sequence, unit and lesson plans • Assessment plans/performance tracking systems • Student performance data (including state, formative and internal benchmark assessments)

Areas of strength	Areas for improvement
<p>General Comments</p> <ul style="list-style-type: none"> Across all four schools, the teachers represent one of the significant strengths of the district. Dedicated to the school's vision and their students, they work with school leaders to solve the many challenges that emerged after the leadership transition last summer. <ul style="list-style-type: none"> Instructional leaders and heads of school are in agreement that teaching staff in all buildings work tirelessly. A culture of teamwork and collaboration among teachers exists in all four schools. <ul style="list-style-type: none"> Teachers collaborate to plan instruction and activities. Some teachers are really focused on inquiry in their units and lessons. Teachers use technology to supplement their lessons in a variety of ways: Smart boards, iPads, computers. There is evidence of high level instruction with critical thinking in most classrooms. 	<p>General Comments</p> <ul style="list-style-type: none"> Some teachers worry about the stability of SLLIS and wonder whether or not it will continue to exist. Students indicate that they would like more hands-on lessons. Earlier this year, school leadership met with un-certified and/or non-HQT teachers to develop customized plans to address their specific gaps. These teachers should prioritize the implementation of their plans. <p>Comments Specific to Individual Schools</p> <p>TCS</p> <ul style="list-style-type: none"> As most of the teaching staff did not grow up in the United States, the gap in their understanding of US family and school culture still exists and should be addressed through PD.

VII. Comprehensive Student Support System
The support staff of a transformational school:

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

needs.		<ul style="list-style-type: none"> • School leader interviews • DESE compliance reports • Staff, student and parent surveys
e. Develops and implements policies and procedures to ensure that all children who qualify as ELL receive necessary services and support to meet their specific needs.	i. Develops and implements a plan that's in compliance with state and federal guidelines that ensures ELL students receive necessary services and support to meet their specific needs.	Required Documents: <ul style="list-style-type: none"> • ELL Intervention Plan Other Evidence <ul style="list-style-type: none"> • Student support team interviews • School leader interviews • DESE compliance reports • Staff, student and parent surveys

Areas of strength	Areas for improvement
<ul style="list-style-type: none"> • In general teachers in all four buildings believe that they get strong support for their students with special needs. 	
Dr. Thurma DeLoach's Review Areas of Focus: <ul style="list-style-type: none"> ○ Resources and Systems: <ul style="list-style-type: none"> ▪ Social-emotional-behavior (SEB) ▪ Student Support Teams (SST) 	
The French School	
Leadership <ul style="list-style-type: none"> • Interview responses from instructional student support staff provided evidence of strong leadership at The French School around providing resources and building systems for supporting students with learning and social-emotional-behavioral challenges; The French School is viewed as being "child centered" in its approach to discipline and intervention • A multi-disciplinary team has been created to provide leadership to the school and support to teachers and students with learning and SEB needs; the team is facilitated by the school social worker and is comprised of the Head of School, school psychologist, literacy coordinator, special education teacher, Educational Support Counselor • Leadership team members expressed a strong commitment to collaboration and planning around meeting the needs of students with learning and SEB challenges—Evidence obtained through interviews and direct observation of problem-solving team meetings indicate significant improvements in these area Resources and Systems—Social-emotional-behavior (SEB) <ul style="list-style-type: none"> • The French School identifies itself as a Positive Behavior Support School and there is evidence of improvement in consistent utilization of 	Leadership <ul style="list-style-type: none"> • Leadership team members participate on multiple data/intervention support teams—PBIS Tier 1-PBIS Tier 2- Student Success Team; this is a heavy work load for a small school trying to address the needs of many students with significant learning and SEB challenges; consideration for creating a single unified team with individual team members assigned specific roles—school wide data, Tier 1 literacy, math, and SEB/PBIS Universals and Professional Development, Tier 2/3 Academic intervention, Tier 2/3 SEB intervention-- would reduce the individual meeting load on these staff members and keep all the component parts connected—a schedule for leadership team meetings with protected time each week (e.g. 60-90 minutes weekly with a clear planning/work focus identified for each week) and rotated facilitation based on the planned agenda Resources and Systems—Social-emotional-behavior (SEB) <ul style="list-style-type: none"> • Check in-Check out is a strong Tier 2 intervention; other evidenced based Tier 2 interventions that are readily implemented include: Meaningful Work, Targeted Social Skill Groups, Mentoring, and Self-regulation training. Consideration should be given to training a few members of the SST team on these interventions over the next school

the PBIS framework compared to prior year reviews:

- 8/12 school staff are active participants on one of the two PBIS teams—Tier 1 (School-wide) & Tier 2 (Intervention)
- Staff interviews reported strong awareness of the PBIS framework and beliefs that PBIS systems are being utilized and helping improve student behaviors
- Tier 1 coordinator (a classroom teacher) uses monthly staff meetings to provide PD on classroom universals and school-wide data/planning, organizes school events and student recognition assemblies, conducts an annual re-refresh on PBIS expectations and practices for new and returning staff
- Tier 1 & Tier 2 teams collaborate once per month with each other
- SWISS data tool is used for collecting and analyzing school-wide incident data
- Mini-Functional Behavioral Assessments (FBAs) and ABC data are utilized by the Tier 2 team; Check In Check Out is implemented as an evidence based intervention
- Paraprofessionals have been trained and are utilized to provide sensory/motor breaks for students with a high need for this energy release; plans to create a sensory center are in the works
- The Head of School practices a logical consequences approach to student discipline issues instead of relying on Out-of-School-Suspensions for the disciplinary consequences; A Procedural Handbook based on restorative justice is being developed as a pilot process for the next school year (Restorative Justice as a framework for school discipline is an evidence based practice—current research has demonstrated that OSS is ineffective in changing student behaviors and has a strong correlation with chronic learning and behavioral issues that often result in students dropping out of school and becoming involved with the legal justice system)
- The School Social Worker is actively engaged in bringing resources and PD to school staff around the impact of trauma on students and how schools can support students who have/are experiencing trauma; she is developing a trauma informed handbook for staff; several FS staff are participating in Alive and Well Trauma workshop this June

Resources and Systems: Student Support Teams

- The Head of School is an active participant in the Student Success Team; he engages in problem solving and identifies/commits resources to create solutions to common issues—e.g. space for a sensory center, playground access for motor breaks
- The French School staff report significant improvements in the process

year to add tools to the SEB intervention tool kit

- Tier 3 intervention typically involves “Wrap Around” planning facilitated by the Educational Support Counselor; as the ESC support framework is created, consider adding Wrap Around planning as a Tier 3 process for students with significant and challenging SEB needs
- Incorporating Restorative Justice into the school discipline process is already in the works—with a student population highly at-risk for behavior mistakes, it is urgent for schools to look for alternative consequences to OSS when students make behavior errors; a team of teachers and student support staff at The French School should be convened to help the Head of School conceptualize what this would look like at TFS to ensure consensus on the plan to implement Restorative Justice as a component of the disciplinary Code of Conduct

Resources and Systems: Student Support Teams

- Priority should be given to creating and training staff in a grade level problem solving process as a precursor to referral to the Student Success Team; the number of referrals made to the building level SST greatly exceeds its ability to respond quickly to student and staff needs for support—staff report significant time gaps between SST referrals and meeting with the SST
- The Building level SST should regularly review school wide data and identify high-leverage school-wide instructional practices that will improve student engagement and learning (e.g. differentiation strategies, feedback, distributed engagement strategies, reciprocal teaching) and provide timely school-wide professional development focused on strengthening core Tier 1 instruction

<p>and procedures for connecting students to intervention prior to considering a referral for special education; staff report a more organized process and team is in place compared to prior years</p> <ul style="list-style-type: none"> • The SST members participated in formal training in the use of an agenda-based problem solving protocol and are practicing this process • Two grade levels have been identified to pilot Grade Level Team Problem Solving as a process prior to referral to the Building level SST. This will create space for more immediate intervention at the grade level, grade-level ownership and engagement with student support needs prior to SST involvement • TFS Literacy Coordinator is responsible for literacy assessments, reviewing student data and work samples, training teachers to implement instructional strategies <p>Head of School is creating a school-wide schedule which includes dedicated time for grade level team and building level SST meetings and intervention blocks</p>	
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The Spanish School

<p>Leadership</p> <ul style="list-style-type: none"> • Head of School provides strong leadership for developing systems of support for students with academic and social-emotional-behavioral challenges; systems have evolved significantly over the past 3 years as a direct result of this leadership • Head of School actively seeks professional growth opportunities for her own leadership and knowledge about student support systems and interventions—e.g. participation in data team process observations at Robinson Elementary School; clear evidence of efforts to implement improved procedures and systems emerged during interviews and observations • Head of School has established a strong leadership team for student support services and is a key participant in Student Success Team (SST) meetings; SST members report a high degree of satisfaction with their work as a team and supportive, collaborative relationships among team members <p>Resources and Systems—Social-emotional-behavior (SEB)</p> <ul style="list-style-type: none"> • TSS identifies as a PBIS school; School-wide Tier 1 PBIS systems are in place and are well established--reinforced through annual refresh training, school-wide review of universal expectations after school breaks, data reviews in grade level team meetings • Head of School is a strong PBIS leader-- actively engaged in implementing this framework and setting expectations school-wide for staff and students • Discipline at TSS is based on the PBIS philosophy of teach/re-teach 	<p>Leadership</p> <ul style="list-style-type: none"> • Consideration should be given to creating implementation handbooks which identify the procedures that support the key student support systems that are used at TSS; archiving these procedures in written format will help ensure that the systems continue even as staff members changes (e.g. a new school psychologist intern at TSS each year); the SLLIS Director of Special Services would be an excellent resource and collaborator for creating these handbooks—which could also be utilized by the other SLLIS schools in developing/enhancing their SST <p>Resources and Systems—Social-emotional-behavior (SEB)</p> <ul style="list-style-type: none"> • Training plans for Tier 2 SEB interventions beyond those included in the EdPlus Tier 2 training should be considered; TSS is ready for an expanded repertoire: Meaningful Work, Targeted Social Skill groups, Mentoring, and Self-regulation strategies are strong evidence-based interventions • As the ESC becomes more established as a key SEB resource at TSS, consideration to using the ESC to facilitate Tier 3 Wrap Around planning, home visits with families of students whose parents are not well engaged in the SEB supports developed for their child; parent education should be added to the role; plans are underway with BJC to offer Wrap Around training for the MFH grant funded ESC within the next school year • Training for classroom teachers on establishing and teaching classroom expectations and universal classroom systems as well as techniques for
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when behavioral errors occur. OSS is primarily used as a consequence for physically aggressive behaviors; the recovery room has been added as an intervention tool for students who need a place to calm down prior to returning to the classroom

- The SWISS behavioral data tool is used to collect classroom and office managed behavioral data; this data is used by the SST and grade levels to identify intervention needs; teachers have classroom charts that identify which behaviors are classroom managed and which should be referred to the office; teachers enter the classroom managed behaviors in the SWISS data tool as well as office referrals—this has helped the HOS respond immediately when there is a need for her intervention—continue to emphasize the importance of teachers being conscientious about accurate data entry to increase reliability of this data
- SEB resources and systems are more available and accessible than in prior years—teachers report that the SST is more responsive and that referral systems for social work and counseling supports are working well
- Access to a full time school psychologist intern, school social worker, and Educational Support Counselor has helped create a synergy around SEB supports—each staff person has a focus for intervention support—social skill groups, 1-1 behavioral intervention, counseling, sensory breaks, and recovery rooms have been added to the SEB tier 2 intervention
- Functional Behavioral Assessments and Behavior Intervention Plans are routine components of the SST process
- TSS has moved into EdPlus Tier 2 PBIS training; Check In Check Out has been implemented this year; training in additional Tier 2 interventions is planned for the new school year
- SRSS screening was successfully completed this spring; the data will be used over the summer to plan for small group and 1-1 interventions to start when school starts in August

Resources and Systems: Student Support Teams

- Members of TSS--Student Success Team report a very close working relationship with each other and with the Head of School; this is clearly a well functioning team—common vision, mission, and esprit d' corps!
- A multi-disciplinary SST has been established which included the HOS, the school social worker, the ESC, the school psychologist intern, the literacy coordinator, and two special education teachers—this provides strong expertise in all aspects of student support interventions
- Having a full time school psychologist intern has enabled TSS to stay

preventing power struggles/de-escalation should be considered as part of the professional development plan for the new year

Resources and Systems: Student Support Teams

- The referring teachers do not currently attend the SST meetings in which their referrals are discussed; consideration should be given to scheduling these meetings or providing classroom coverage to allow the referring teacher to participate
- The SS SST members participated in a SLLIS workshop on the use of agenda-based, facilitated problem-solving protocols; the team should continue to practice this process in the new school year—striving to become more goal/data focused when problem solving and more time efficient
- The SST is currently used primarily for SEB intervention problem solving; academic intervention needs should also be considered by the team—this may happen as a natural result of the plan for stronger grade level academic and behavioral intervention work next year
- Identifying which assessments and what data is most useful is an essential part of the MTSS framework; continue discussion of what data is most informative and training in how to use this data for intervention planning should continue to be a priority for growing the SST process

<p>current on initial & re-evaluations and to provide evidence-based interventions as developed by the SST</p> <ul style="list-style-type: none"> • The SST is perceived as a proactive, responsive support for teachers and students; team members views the SST as functioning well and serving as a filter for spec ed referrals, ECS referrals as well as problem solving • The SST is growing in its ability to use data to make decisions about student needs and to monitor progress; plans are in place to use Aimsweb for progress monitoring in the new school year • An SST buddy system has been developed to provide immediate support to teachers when referrals are made; the teacher and SST buddy identify and implement up to 3 interventions prior to the SST meeting—this provides more immediate assistance and ensures that data on prior intervention is available for use by the SST • HOS has implemented weekly grade level meeting for teachers to review data and plan grade level interventions prior to referral to the SST; this is an important next step in building Multi-tiered Systems of Support –MTSS; plans are in place to enhance this process next year through day long grade level meetings in which both academic and behavioral data are reviewed, problem solving and professional development will be embedded into these day long meetings • Student performance data helped the school leadership team identify the need for more intense instruction and progress monitoring in English; a plan is in place for increasing English instruction and intervention in English starting in the primary grades; the ELA teacher will provide co-teaching support to the primary classrooms • Spring NWEA data is being used to identify intervention needs and plan services in order to start intervention support immediately upon the start of the school year—no delays! 	
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The Chinese School and The International School

<p>Leadership</p> <ul style="list-style-type: none"> • Head of School expresses a commitment to the concept of Multi-tiered Systems of Support as the foundation for supporting students who are off-track academically and behaviorally <p>Resources and Systems—Social-emotional-behavior (SEB)</p> <ul style="list-style-type: none"> • The Chinese School identifies itself as a Positive Behavior Support School; it has completed Tier 1 training through EdPlus and SET data indicates TCS is ready to move forward with Tier 2 intervention training • A classroom teacher has been identified as the PBIS School-wide coordinator for TCS; she has time in her schedule to provide support to 	<p>Leadership</p> <ul style="list-style-type: none"> • Staff express concern about the heavy work load for a single administrator serving as the Head of School for both the Chinese School and the International School this past year; managing daily crisis has taken priority to planning and implementing school improvements—a deliberate shift to school improvement planning needs to occur and should be possible now that a Head of School has been appointed for the International School <ul style="list-style-type: none"> ○ Both Heads of School should consider convening school improvement teams which include the Director of Student Support Services and the School Psychologist as primary
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grade levels on Fridays

- The school social worker is recognized as a vital support to administration, staff, students, and parents at the Chinese & International Schools
- Staff are already seeing benefit to students as a result of the Educational Support Counselor provided to the International and Chinese Schools via the BJC Missouri Foundation of Health Grant

Resources and Systems: Student Support Teams

- The Chinese & International Schools convene Student Success Teams to problem solve interventions for students whose academic and/or SEB needs exceed what the classroom teacher can do alone; Teams include the Head of School, referring teacher, literacy interventionist, social worker, and school psychologist
- The SST is perceived to be a helpful resource by staff interviewed during the site visit

A SST meeting was observed at the Chinese School; Head of School participated, assisted with intervention problem solving, and stated the expectation that teachers are to engage in creative problem solving & implement SST recommendations—not give reasons why suggestions won't work

resources in helping the schools develop and support a MTSS structure; staff interviews indicate a dis-connect between expectations of the head of school and the SLLIS Student Support Services Leadership team as to the expectations, roles and implementation of Student Support Services at the Chinese and International Schools. The Director of Student Services and the School Psychologist are the “go to” experts who are willing to help facilitate building effective and efficient systems for both schools

- Professional development priorities should focus on developing teacher skills in providing core instruction in literacy and classroom management; a significant number of teachers at The Chinese School and the International School are not well trained in using high leverage instructional practices that support student learning of fundamental academic and behavioral skills
- Administrative engagement, participation, and support for MTSS must be visible and consistent for this framework to be an effective structure for addressing the needs of all students

Resources and Systems—Social-emotional-behavior (SEB)

- A “No Tolerance” mindset for violations of the Code of Conduct is practiced at the Chinese and International School; staff expressed concern about students who are repeatedly suspended—multiple 10 day OSS without adequate re-entry planning or supports for students who clearly have significant SEB needs. Any student whose behaviors result in Out of School Suspensions should immediately be identified as a high risk student and individualized Behavior Intervention Plans based on appropriate Functional Behavioral Assessments (the Educational Support Counselor, School Psychologist, and Special Education teacher are able to conduct FBAs) should be developed; these plans should include crisis intervention plans and consequences to consider instead of OSS for behaviors that do not involved weapons, drugs or serious injury to students/staff.
- All staff at the Chinese School and the International School would benefit from engaging in professional development on the impact of childhood trauma on the physical and social-emotional-behavioral development of children, its impact on learning and brain development, and the role of educators in recognizing signs of trauma and supporting students affected by this
- A single social worker shared by 3 SLLIS schools serving children living in urban communities, many with significant poverty issues is unreasonable; as funding allows, consideration should be given to adding a 2nd full time social worker to the Marine campus

- Continued participation in the EdPlus PBIS Tier 2 training and implementation is highly recommended as a school-wide system for supporting teachers and their students who have behavioral challenges
- The International School is the only SLLIS school not identified as a PBIS school; Given that all students entering TIS from another SLLIS schools are familiar with the PBIS framework, consideration should be given to training staff and implementing a school-wide PBIS framework at TLS as a continuation of the work initiated at the other SLLIS schools
- See SLISS General Recommendations below re: re-assigning Shaw to the PBIS Coordinator Role for the Marine Campus

Resources and Systems: Student Support Teams

- Administrative leadership, participation, and engagement in the operation and support of the Student Success Team is vital for the MTSS framework to be effective; significant frustration among SST members emerged in interviews and observations for what is perceived as inconsistent participation, support for team recommendations and implementation of intervention plans by Head of School and teachers. SST members shared a perception that teachers “expect” the SST to solve the problems for them and frequently resist recommendations that involve a change in their classroom practices—Instruction, Curriculum, or Environmental (ICE) Interventions. As TCS and TIS plan for SST implementation for the new school year, it is highly recommended that focused planning and collaboration occur between the TCS, TIS Heads of School and the SLLIS Director of Student Support Services and School Psychologist. Collaboration and consistency in the process across the 3 SST teams at the Marine Campus would be beneficial to all 3 teams
- Intervention resources at TCS and TIS should be aligned with the work of the SST Tier 2 intervention process—e.g. UMSL tutors are on campus and could be a very effective resource if their tutoring support was aligned with targeted student needs; Including the Director of Student Support Services and the School Psychologist in planning for, scheduling, and utilizing available school literacy, math, and SEB intervention resources should be considered—i.e. the mindset should be a single, seamless system of support in stead of separate silos of support that are not aligned

TCS & TIS Student Support Teams would benefit from training on an agenda-based problem solving protocol; significant time in SST meetings is devoted to discussing multiple problems without identifying an intervention focus and without a structure for identifying interventions. This training was provided earlier this June to SST members from TSS and TFS and could easily be provided for TCS and TIS teams

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

<p>d. Ensures that policies are complete, regularly reviewed, updated as needed, and followed in a fair and consistent manner</p>	<p>i. Develops, adopts, and follows a comprehensive set of bylaws which at a minimum include conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the charter school</p> <p>ii. Regularly reviews board policies, updating as necessary.</p> <p>iii. Organizes and makes available to the public the school policies utilizing multiple forms of communication</p>	<p>Documents</p> <ul style="list-style-type: none"> • Board Policy Manual and Bylaws; <p>Other Evidence</p> <ul style="list-style-type: none"> • Observation of board meetings • Board meeting agendas and minutes • Evidence in board minutes that check registry has been reviewed and approved by the board.
<p>e. Employs a clear strategic approach to meeting the school's vision</p>	<p>i. With the school leaders, develops strategic plans that ensure fidelity to the school's vision by addressing critical issues; including school performance, financial management, human resource management, facilities, and quality improvement</p> <p>ii. Monitors progress towards goals identified in the strategic plans</p>	<p>Documents</p> <ul style="list-style-type: none"> • Strategic Plan (same as for School Leader) <p>Other Evidence</p> <ul style="list-style-type: none"> • Observation of board meetings • Board meeting approved minutes
<p>f. Selects, supports, and annually evaluates the school leader</p>	<p>i. Selects a highly qualified school leader and defines the role the leader plays in the overall operation of the charter school</p> <p>ii. Supports the administrator's decision making</p> <p>iii. Establishes clear expectations of and assesses the performance of the school leader using a consistent evaluation instrument reflecting the mission and vision of the school, the performance goals set forth in the performance contract, the day-to-day management of the school and progress made on yearly school goals.</p>	<p>Documents</p> <ul style="list-style-type: none"> • Board Evaluation of School Leader (blank template) <p>Other Evidence</p> <ul style="list-style-type: none"> • Chair and Director interviews • Board meeting observations
<p>g. Monitors the school's education program, operational procedures, and fiscal health in cooperation with the sponsor.</p>	<p>i. Directs the school leader to provide an annual self-evaluation to the sponsor and regular reports of student performance, academic progress, and the school's fiscal health to the sponsor and to the Department of Elementary and Secondary Education.</p> <p>ii. Monitors student academic performance, curriculum and instruction, operational procedures and fiscal management.</p>	<p>Documents</p> <ul style="list-style-type: none"> • School Annual Self-Evaluation (same as for School Leader) <p>Other Evidence</p> <ul style="list-style-type: none"> • Chair and Director interviews • Board meeting observations • Board meeting approved minutes
<p>h. Fulfills its responsibilities to UMSL's sponsorship liaison.</p>	<p>i. The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues.</p> <p>ii. A written response from the Board that addresses the concerns and recommendations of the annual sponsor evaluation no later than one week following the board's regularly-scheduled October meeting.</p>	<p>Documents</p> <p>Other Evidence</p> <ul style="list-style-type: none"> • Board-UMSL sponsor communications • Written response to Annual School Review

Recommendation: Board Policy Review

Our office strongly recommends that each of our boards review board policies to ensure that they are in good shape. The Missouri Charter Public Schools Association (MCPSA) recently published a list of board policies that its legal consultant identified as required by state or federal law. They are listed in your school's FY16 Required Documents spreadsheet in the tab titled, Required Board Policies. Your school leader has this document. We recognize that your board may be in the process of reviewing or developing these policies or do not have all of them in place at this time. You should consult your legal counsel or MCPSA for more information concerning what you must address in these policies. MCPSA has developed a Model Policy Series that costs \$2,500 for members and \$4,000 for non-members. A few law firms in the state that specialize in education also help school boards develop policies. If your school decides to join MSBA, that organization provides policy reviews free of charge. Finally, some school districts in Missouri publish their policies online, and they may serve as models for you. If any of this raises questions, feel free to reach out to our office. **Your board's policies must be submitted to the UMSL Charter Schools Office DropBox site by Jan. 31, 2017.**

Areas of strength

The Year Just Completed

- As evidenced by their decisions, board members deeply understood and supported the mission and vision of SLLIS throughout the year.
- Under extremely trying circumstances, the board proactively addressed a host of existential challenges this past year. UMSL commends the board for providing this leadership. To highlight its most significant acts, the board:
 - Initiated a leadership change at the very top level.
 - Hired an experienced consultant group to deal with severe dysfunction in the district's operational and financial systems.
 - Hired an effective interim President and worked closely with him to bring stability to the district.
 - Provided oversight and monitoring of the budget, budget process and financial operations to ensure the school had enough funds to maintain basic operations and programs.
 - Responded openly to parent complaints and improved communication with families and staff.
 - Decided to keep The International School.
- The Board is in compliance with Missouri's Sunshine Law.

Board Survey

- Results from the survey of the board reveal that the it considers the following areas as strengths:
 - Clarifying the school's mission and vision
 - Strategic planning and goal setting
 - Ensuring legal and ethical integrity
 - Running board meetings and committee meetings well

Areas for improvement

Board Development

- The board lost a number of members this past year and has not replaced them to date. It is important that the board fills these openings with new members who bring key skill sets; especially in school finance, educational leadership, curriculum and instruction, and commercial real estate.
- There's no evidence that the board engages in any initial or ongoing board training. The board should put together and implement a board development (or training) plan to address this gap. Refer to the board survey results below for growth areas that you identified.

Leader Relations and Evaluation

- With the hiring of a permanent President, UMSL strongly recommends that the board develops an evaluation process for the President role that reflects best practice:
 - This involves designing a process that reflects a continuous improvement approach and includes:
 - Setting clear goals with the ED
 - Establishing outcomes (some that are measurable) and benchmark points aligned to the goals.
 - Implementing a plan for periodic monitoring that assesses ED progress towards goals.
 - Conducting a year-end review of progress that leads to a new round of goal setting.
- This process is aligned to the teacher evaluation process that state statute mandates for all teachers, including those who teach in charter schools.

Board Policies

- There is no evidence that the board has reviewed its policies within the last two years. It should conduct a policy review this coming year to ensure that current policies are up to date and no policies are missing.
 - Upon completion, the President and school administration

should review the policies and confirm that the district is following them.

Strategic Plan

- In light of significant district-wide changes at SLLIS over the past year and a half, the board and school community need to revisit the strategic plan from several years ago with an eye to making revisions. It may be necessary to put together a new strategic plan.

Missing Documents

- Minutes, agendas and monthly financial reports are not posted at UMMSL's DropBox site. This is a requirement of UMMSL's contract with SLLIS.

Board Survey

- Results from the survey of the board reveal that the board could improve in the following areas:
 - Developing the financial resources need to support student performance and school success
 - Overseeing financial performance and ensuring financial solvency
 - Developing the school's executive director.
 - Evaluating the school's executive director
 - Identifying, cultivating and integrating new board members based on the needs of the school.
 - Providing charter school orientation and training for new members.

IX. Sound Financial Operations A transformational school:		
Standard	Indicator	Evidence
a. Fulfills its fiduciary responsibility for public funds by ensuring the school operates in a fiscally sound and appropriate manner.	<ul style="list-style-type: none"> i. Preserves a minimum of three percent budget surplus ii. Maintains accessible and appropriate fiscal records iii. Core Data and other required school reporting is conducted in a timely and appropriate manner iv. Conducts an annual financial audit v. Ensures that school business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school. 	Documents <ul style="list-style-type: none"> • Annual Secretary to the Board Report (ASBR) • Independent Annual Audit • Cash Flow Projection and Analysis • Annual Debt Report • Tear Sheet and Invoice for Locally Published Annual Audit
		Other Evidence <ul style="list-style-type: none"> • Interview with CFO • Payroll and retirement records • Core Date Reports • Evidence in board minutes that check registry has been reviewed and approved by the board.
b. Establishes clear fiscal policies that use public funds appropriately	<ul style="list-style-type: none"> i. Adhere to an adopted and board approved fiscal policy and procedures manual ii. Ensure fiscal policies include procedures for the authorization of purchases and release of funds iii. Adopt a budget by June 30 for the upcoming fiscal year iv. Ensure that the budgeting process maintains a direct focus on teaching and learning needs with a fiscal balance to cover expenses with revenue 	Documents <ul style="list-style-type: none"> • Annual Budget • Monthly Financial Statements • Banking Information • Account Coding Data FED/LEA • Internal Control Policies and Procedures • Procurement Policy • Federally Funded Purchase Inventory
		Other Evidence <ul style="list-style-type: none"> • Interview with CFO • Approved board meeting minutes
c. Ensures financial resources are directly related to the school's purpose: student achievement and learning	<ul style="list-style-type: none"> i. Ensure that the school's physical space, materials, and supplies are conducive to accomplishing the charter's school-wide learning goals as specified in the charter ii. Establish policies to ensure that contracts reflect fair market value iii. Determine compensation levels for employees that are appropriate for the positions and responsibilities and that are consistent with industry norms 	Documents <ul style="list-style-type: none"> • Staff Salary Records (including average staff salary)
		Other Evidence <ul style="list-style-type: none"> • Building walk-through • Classroom observations • Vendor contracts

Areas of strength	Areas for improvement
<ul style="list-style-type: none"> • Since the leadership transition a year ago, the district has taken great strides to: <ul style="list-style-type: none"> ○ Reform the budget process so that the initial budget and subsequent adjustments more accurately reflected reality. This in turn improved the district's ability to make sound budget decisions. ○ Tighten up and streamline financial operations. ○ Improve attendance and federal reporting to ensure SLLIS does not have to pay back funds to DESE. • Related to the first bullet point in the Areas for Improvement column to the right; SLLIS had to tighten its belt this past year. It will have to do so again this coming year – but we believe that if the district maintains or slightly increases present enrollment for 2016-17 and 2017-18, the financial picture will brighten in the years ahead. 	<ul style="list-style-type: none"> • Teachers in all four buildings strongly indicate that they need more funds allocated to adequately support their efforts to provide high quality educational programs to their students. • Since each school has its own budget: <ul style="list-style-type: none"> ○ The finance office needs to provide Heads of School with monthly budget reviews/updates. ○ The Heads of school need to be more involved in the budget making process.

Shannon Spradling's Review

In reviewing SLLIS with Paul Greenwood, the following is my analysis of their financial picture:

- FY15 actual ending cash fund balance was \$498k. This represents a ending cash fund balance of 5.19%.
- FY16 projected ending cash fund balance is \$423k or 4.46% cash fund balance (SLLIS is projecting a deficit of approximately \$74k).
- FY17 projected ending cash fund balance is \$337k or 4.07% cash fund balance (SLLIS is projecting a deficit of approximately \$86k).

Financial review

- Standard a
 - ASBR: Filed on time and complete
 - Independent Annual Audit: Complete, board approved and submitted to DESE by December 31
 - Cash Flow Projection and Analysis: School needs to develop Cash Flow Projection.
 - Annual Debt Report: Yes
 - Audit Published: published in St. Louis American newspaper
Evidence - submitted information.
- Standard b
 - Annual Budget: Complete. The Board approved and reviewed the budget and corresponding amendments when presented. .
 - Monthly Financial Statements: Complete. Board approved and reviewed the monthly financial statements when presented. .
 - Banking Information: Funds in excess of \$250k are collateralized.
 - Account Coding: Coding is in compliance with DESE Financial Accounting requirements
 - Internal Control Policies and Procedures: SLLIS needs to make sure the following required federal procedures are in place by July 1, 2016:
 - Allowability Procedures (2 CFR Part 200 403)
 - Cash Management Procedures (2 CFR Part 200.305)
 - Travel Policy (2 CFR Part 200.474)
 - Procurement Policy: SLLIS needs to make sure the existing procurement policy includes the following federal procedures by July 1, 2016:

- Procurement Procedures (2 CFR Part 200.318) that include:
 - Conflict of Interest Procedures.
 - Gratuity Violation Procedures.
- Federal Funded Purchase Inventory: The CSP grant through DESE has made it possible for SLLIS to make capital purchases. Michael Schnuck keeps the log of such items internally.

Recommendations

1. School is projected to run a deficit in FY16 and FY17. However, invoices are projected to be paid in full at end of fiscal year. Having said this, the Board needs to continually assure that SLLIS meets its budget goals for the present as well as the future and eliminates all deficit spending starting in FY18.
2. Based upon the information presented, SLLIS is anticipating a reduction in enrollment from FY16 to FY17. It is highly recommended expenditures be reduced in all areas to offset the reduction in revenue.

- Standard c

- The move to bring three of the four schools to the Marine building may have helped ease some of the financial strain facing SLLIS through reduction in rent, but future funding necessary to maintain both the Papin and Marine facilities should be projected and budgeted.
- Average classroom teacher salary is \$40k.

Recommendations

1. Given the current financial situation with SLLIS, close attention and oversight by the Board as well as UMSL is needed. The margin of error from this point forward is very slim.
2. Monthly updates along with projections on all facilities should be provided to the Board and UMSL in a timely fashion.

X. Engaged Parents and Community A transformational school:		
Standard	Indicator	Evidence
a. Engages parents and community stakeholders in the vision and mission of the school	i. Develops and implements an effective communications plan consistently engaging the community in becoming educated regarding quality education and developing support for their charter school	Documents Other Evidence <ul style="list-style-type: none"> • Parent interviews • Parent and community communication/involvement plan • Data on parent and community participation in school events • Parent-teacher contact data • Newsletters and other communications • Parent survey data • Board meeting agendas, notices, minutes and supporting documentation
	ii. Ensures the active engagement of administrators, board members, parents, and staff in communication and outreach planning and implementation	
iii. Communicates and engages all stakeholders in the mission and vision of the school		
iv. Involves students, parents, and community members as part of the school's support system.		
v. Fosters strong relationships between school staff and parents.		
b. Seeks input from relevant, critical, impacted stakeholders	i. Establishes regular opportunities and methods of communication among the stakeholders, administration, and the board ii. Conducts its meetings regularly and in an open, organized, and effective manner iii. Operates within the requirements of the Missouri Sunshine Law ensuring board meeting agendas and meeting minutes are posted in a timely manner for broad public review and all state non-profit requirements are met	

Areas of strength	Areas for improvement
<ul style="list-style-type: none"> • The President has improved communication with families through the creation of the SLLIS Council. • Compared to a year ago, parent criticism of the district at board meetings has decreased significantly. • Teachers report that they frequently communicate with parents in a variety of ways: Weekly newsletters, phone calls, texts, homework packets, class events. <ul style="list-style-type: none"> ○ Parent survey results confirm this. • Teachers believe that parents know how their kids are doing in school. 	<ul style="list-style-type: none"> • School leaders in the Marine Building expressed serious concern about holding on to parents concerned about the stability and longevity of the school. • Teachers would like the district to consider ways they can increase parent support of their children's academic growth at home. • TIS teachers are concerned about the level of parent involvement in their children's progress. • District wide parent surveys (not broken down by building) indicate concerns about safety: <ul style="list-style-type: none"> ○ Before and after school. ○ On buses. ○ On the playground.

