The Arch Community School

Contents:

Evaluation Standards
Ten elements of school evaluation:

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

NOTE:
In the Evidence columns, under Required Documents:

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

Board meeting notes: 5/25/2021
- Student achievement
- Enrollment
- Facilities
- Doc curriculum
- Delete the board involvement statement
- Suicide prevention statement from Thurma – remove.
I. Transformative and Innovative Vision
   A transformational school:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develops a transformational mission and vision</td>
<td>i. Reaching the vision clearly places students on paths of greater opportunity in life.</td>
<td>Required Documents:</td>
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<td>for its students and their families.</td>
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<td>• Charter Application: (Met as part of the charter application approval process.)</td>
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<td>• Approved Charter Amendments</td>
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<td>i. Students, parents and staff can articulate the mission and vision.</td>
<td>Other Evidence</td>
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<td>ii. In their classrooms, teachers and students are mission driven as indicated by their enthusiasm, active and consistent participation and task completion.</td>
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<td>b. Students, parents and staff understand and are</td>
<td>i. All stakeholders have opportunities to provide input.</td>
<td>Other Evidence</td>
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<tr>
<td>invested in the mission and vision.</td>
<td>ii. Academic and student support program adjustments are aligned to and effectively advance the school’s mission.</td>
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<td></td>
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<td>• Student, parent and staff interviews and survey data</td>
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<td>• Classroom observations</td>
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</table>

COVID-19 RELATED

| c. Stakeholders address ramifications of COVID-19 on school’s capacity to advance the school’s mission. |                                                      | Documents                                                                                     |
|                                                                                                       |                                                      | • School reopening plans                                                                     |
|                                                                                                       |                                                      | Other Evidence                                                                                |
|                                                                                                       |                                                      | • Board, leadership and staff interviews                                                      |
|                                                                                                       |                                                      | • Staff and parent survey data                                                               |

Element I: Vision

<table>
<thead>
<tr>
<th>Areas of strength</th>
<th>Areas for Growth</th>
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<tbody>
<tr>
<td>• All stakeholders understand and are deeply invested in Arch’s mission and vision.</td>
<td>• To continue on its mission, Arch must successfully meet these two challenges:</td>
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<tr>
<td>o The board and administration accepted UMSL’s decision to place Arch on probation for academic performance and responded proactively.</td>
<td>o Enrollment: Arch must significantly increase its enrollment to reach full classroom capacity, nearing 120 students, to stay viable.</td>
</tr>
<tr>
<td>o The closure of Clay Elementary represents an opportunity for Arch to reach more students in Hyde Park. At this point, Arch is the only public elementary school remaining. It could become an important anchor in the community.</td>
<td>o Student Achievement: Arch must demonstrate that its program spurs student academic growth and performance.</td>
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<tr>
<td>• COVID Related: The board and administration has maintained a strong commitment to Arch’s mission during the pandemic. School leaders and staff have gone the extra mile to try to meet the needs of all students and their families; especially those families who have not maintained a good connection with the school. Arch has been successful in setting up a safe learning environment for staff and students.</td>
<td>• COVID Related: In spite of Arch’s very strong efforts, the pandemic has made it very difficult for Arch to fulfill its mission with respect to families and students who have opted to go fully virtual this school year.</td>
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</table>
### II. Responsible Governance

The Board of Directors of a transformational school:

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<thead>
<tr>
<th>Standard</th>
<th>Indicator</th>
<th>Evidence</th>
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</table>
| a. Operates legitimately and in the best interest of its students and mission. | i. Considers implications of decisions on the mission of the school.  
ii. The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, communication with the school and community and oversight of school leadership.  
iii. Ensures the board and school have all necessary insurance policies in place including:  
   a) Director and Officers  
   b) General Liability  
   c) Professional Liability  
   d) Property  
   e) Workmen’s Compensation  
   f) Employee Dishonesty | Documents  
- Board Self-Evaluation  
- Proof of Insurance Policies  
  - Directors and Officer Coverage  
  - General Liability  
  - Professional Liability  
  - Property  
  - Workmen Compensation  
  - Employee Dishonesty/Crime (minimum $500k)  
Other Evidence  
- 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  
- 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  
- 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, | Documents  
- Board Meeting Agenda  
- Board Meeting Calendar  
- Board Meeting Document Packets  
- Board Meeting Minutes - Approved  
Other Evidence  
- Observation of board meetings |
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| d. | Ensures that policies are complete, regularly reviewed, updated as needed, and followed in a fair and consistent manner | i. Develops, adopts, and follows a comprehensive set of bylaws which at a minimum include conflicts of interest policies, meeting protocols and procedures, and formal delineations of roles and authorities within the charter school  
  ii. Regularly reviews board policies, updating as necessary.  
  iii. Organizes and makes available to the public the school policies utilizing multiple forms of communication | Board meeting notices and signage  
 Documents:  
 Board Policy Manual and Bylaws; |
| e. | Employs a clear strategic approach to meeting the school’s vision | i. With the school leaders, develops strategic plans that ensure fidelity to the school’s vision by addressing critical issues; including school performance, financial management, human resource management, facilities, and quality improvement  
  ii. Monitors progress towards goals identified in the strategic plans | Documents:  
 Strategic Plan (same as for School Leader)  
 Other Evidence  
 Observation of board meetings  
 Board meeting approved minutes |
| f. | Selects, supports, and annually evaluates the school leader | i. Selects a highly qualified school leader and defines the role the leader plays in the overall operation of the charter school  
  ii. Supports the administrator’s decision making  
  iii. Establishes clear expectations of and assesses the performance of the school leader using a consistent evaluation instrument reflecting the mission and vision of the school, the performance goals set forth in the performance contract, the day-to-day management of the school and progress made on yearly school goals. | Documents:  
 Board Evaluation of School Leader (blank template)  
 Other Evidence  
 Chair and Director interviews  
 Board meeting observations |
| g. | Monitors the school’s education program, operational procedures, and fiscal health in cooperation with the sponsor. | i. Directs the school leader to provide an annual self-evaluation to the sponsor and regular reports of student performance, academic progress, and the school’s fiscal health to the sponsor and to the Department of Elementary and Secondary Education.  
  ii. Monitors student academic performance, curriculum and instruction, and operational procedures, and fiscal management. | Documents:  
 School Annual Self-Evaluation (same as for School Leader)  
 Other Evidence  
 Chair and Director interviews  
 Board meeting observations  
 Board meeting approved minutes |
| h. | Fulfills its fiduciary responsibility for public funds by ensuring the school operates in a fiscally sound and appropriate manner. | i. Reviews and approves annual budgets and budget amendments.  
  ii. Reviews the school’s monthly financial statements/spreadsheets that include updates on:  
   a) Current enrollment | Documents:  
 Attendance and student data reporting internal control policy  
 Monthly financial reports to board to include Weighted Average Daily Attendance (WADA) |
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<td>b) Average Daily Attendance (body count and percentage)</td>
<td>c) Number of students enrolled who receive Free or Reduced Lunch (FRL)</td>
<td>d) Number of students enrolled with an Individualized Education Program (IEP)</td>
<td>e) Number of students enrolled and identified with a Limited English Proficiency (LEP)</td>
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<td>i. Reviews and approves monthly check register.</td>
<td>iv. Provides oversight of school leader’s handling of cash accounts and credit card accounts.</td>
<td>v. Provides oversight of school leader’s handling of attendance reporting.</td>
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<td>i. Fulfills its responsibilities to UMSL’s sponsorship liaison.</td>
<td>i. Communicates in a timely manner with UMSL’s sponsorship liaison about significant policy, personnel, school performance or legal issues.</td>
<td>ii. Ensures that all required documents are submitted to UMSL in timely manner.</td>
<td>iii. Formally reviews UMSL’s Annual Review Report at its August, September or October board meeting.</td>
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<td>COVID-19 RELATED</td>
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<td>j. Addresses ramifications of COVID-19 on school’s capacity to advance the school’s mission.</td>
<td>i. Operates virtual meetings within the requirements of Missouri Sunshine Laws; including clear communication of meeting times.</td>
<td>ii. Sets meeting dates and times such that families and community members can attend.</td>
<td>iii. Provides strong oversight and monitoring of academic and student support programs in light of COVID-19.</td>
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<td>a. Administration provides frequent and regular updates on the nature and effectiveness of academic and student support program adjustments necessitated by COVID-19 to the board.</td>
<td>b. Administration regularly provides data from internal student achievement assessments to the board.</td>
<td>iv. Carefully monitors attendance reporting, budget adjustments and financial operations to reflect changes in revenue streams resulting from COVID-19.</td>
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<td>Documents</td>
<td>Other Evidence</td>
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<td>• Board meeting approved minutes</td>
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<tr>
<td>Documents</td>
<td>Other Evidence</td>
<td>• Chair and Director interviews</td>
<td>• Board meeting observations</td>
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<td></td>
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<td>• Board-UMSL sponsor communications</td>
<td>• Board meeting approved minutes</td>
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<td>Documents</td>
<td>Other Evidence</td>
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<td>• Board meeting approved minutes</td>
<td>• Board meeting observations.</td>
<td>• Board member interviews.</td>
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Element II: Board Governance

**Recommendation: Board Policy Review**

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

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<thead>
<tr>
<th>Areas of Strength</th>
<th>Areas for Growth</th>
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<tbody>
<tr>
<td>• (a) Operates in best interests of students and mission</td>
<td>• (b) Recruits and maintains - Diverse backgrounds and skill sets:</td>
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<tr>
<td>o <strong>COVID Related</strong>: The board worked very closely with the administration from</td>
<td>o The board lost two members in the past year. Expanding board membership to</td>
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<td>the beginning of the pandemic in March 2020 to ensure that Arch was positioned</td>
<td>replace them is important.</td>
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<td>as best as possible to meet the academic and socio-emotional needs of its</td>
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<td>students and safeguard the health of students, parents, and staff.</td>
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<td>o The board president is dedicated to the school, works hard to fulfill her</td>
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<td>responsibilities and works well with Head of School.</td>
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<td>• (b) Recruits and maintains - Diverse backgrounds and skill sets:</td>
<td>• (e) Strategic approach:</td>
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<td>o Though small in number, board members bring expertise in law, real estate,</td>
<td>o <strong>Significant Concern</strong>: With the pandemic blocking the path and charter</td>
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<td>educational leadership, teaching, community outreach, finance and business.</td>
<td>renewal just around the corner, it is understandable why the board's</td>
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<td>• (c) Compliance with state-federal statutes and regulations:</td>
<td>strategic focus is on addressing short term questions and challenges. As</td>
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<td>o To the best of UMSL's knowledge, Arch’s board is compliant</td>
<td>the school heads into SY22; assuming that UMSL decides to renew Arch’s</td>
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<td>with state and federal statutes and regulations.</td>
<td>charter, the strategic focus must become more long-term in scope to address</td>
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<td>o <strong>COVID Related</strong>: The board complied with Missouri’s Open Meetings</td>
<td>existential challenges related to sustainability. One of these challenges,</td>
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<td>statute.</td>
<td>as stated above, is enrollment. The other is its facility.</td>
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<td>• (d) Policies:</td>
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<td>o Board policies appear to be in good order.</td>
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<td>• (e) Strategic approach:</td>
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<td>o Arch’s current strategic approach is based in part on school data and</td>
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<td>addresses Arch’s key challenges:</td>
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<td>▪ Improving student academic performance.</td>
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<td>▪ Increasing enrollment</td>
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<td>▪ Maintaining fiscal responsibility and increasing financial resources.</td>
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<td>▪ Positioning the school for renewal in SY22.</td>
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<td>o In response to UMSL’s decision to place Arch on probation to address</td>
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<td>student academic performance, the board oversaw the development of Arch’s</td>
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<td>School Improvement Plan (SIP).</td>
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<td>- The board requested that the Head of School develop a strong student recruitment plan to increase enrollment for SY22.</td>
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|   | - (f) School leader relations and evaluation:  
|   |   o Arch has a formal evaluation process in place and provided evidence that it follows the process.  
|   |   o The Head of School is satisfied with the evaluation process.  
|   |   o Relations between the board and Head of School are strong; characterized by mutual respect, transparency, and collaboration to address challenges. |
|   | - (g) Monitoring responsibility:  
|   |   o The board monitors student academic performance through regular review of Arch’s internal standardized assessments.  
|   |   - The board monitors progress towards goals in the SIP through school leader reports and analysis of standardized assessment data. |
|   | - (h) Fulfills its fiduciary responsibility  
|   |   o The board regularly reviews and monitors Arch’s finances and financial operations, approves the monthly check register, adjusts the annual budget as necessary and submits and publishes the annual audit.  
|   |   - Refer also to Element X when UMSL’s Charter School Office submits Part 2 of the annual review to the board. |
|   | - (i) Responsibilities to UMSL  
|   |   o The board fulfilled all of its responsibilities to UMSL’s Charter Schools Office. |
|   | - The board must identify an enrollment goal that ensures long-term financial sustainability for the school; and then, thoroughly consider the implications of that goal on its future facility needs. Put another way, how long can Arch provide a strong academic program to more students than it currently educates within its current facility? (See comments below under *Element III: School Leadership and Operations – Operations/HR/Facilities*)  
|   |   o Continue to carefully monitor:  
|   |   - Student academic progress through the lens of Arch’s School Improvement Plan.  
|   |   - The student recruitment plan and enrollment Community Relations  
|   |   - There is little evidence that the board has developed any significant relationships with community leaders or school families. This is very difficult to initiate during a pandemic, but as school life becomes more normal, the board needs to consider how it can better communicate with the Arch community to build strong relationships. |
Board Development and Training

- Most board development consists of what individual board members do on their own time. They report out what they learned.

Board Survey (Five members took the survey)

- Results from the board survey reveal that board members consider the following areas as strengths:
  - Ensuring legal and ethical integrity
  - Clarifying the School’s mission and vision.
  - Overseeing financial performance and ensuring financial solvency

Board Development and Training

- There is no retreat time nor time during board meetings for training and development.
- Board members need more training and development on:
  - How to fulfill their roles – financial oversight and fiduciary responsibilities for example.
  - What actually goes on in schools – assessment, curriculum and instruction for example.

Development

- **COVID Related**: The pandemic has made fund-raising very challenging this year.

Board Survey (Five members took the survey)

- Results from the board survey reveal that board members consider the following as areas for improvement:
  - Strategic planning and goal setting for the school
  - Tracking and assessing academic performance of the school based on the mission, vision, and charter goals.
  - Identifying, cultivating, and integrating new board members based on the needs of the school (background, diversity, expertise, etc.)
### III. Strong School Leadership and Operations

A transformational school leader:

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
<th>Evidence</th>
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</table>
| 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  
- 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:  
• School Annual Calendar  
• Strategic plan  
• School Leader Mentoring Plan  
• School Leader Professional Development Plan  
• Student Assessment Plan  
Other Evidence  
- School leader interview  
- School leadership team interviews  
- Teacher interviews  
- Student data analysis plans |
| c. Implements recruitment and enrollment strategies and practices that respect diversity and are consistent with the school’s charter, mission, and vision, as well as federal and state regulations | i. Implements student recruitment strategies that focus on the targeted population stated in its charter and that are inclusive of a diverse range of learners  
ii. Utilizes a public lottery process for open enrollment  
iii. Ensures no practices are implemented which may limit the opportunity for students with special needs to enroll  
iv. Ensures that student enrollment and attendance numbers are in line with the charter agreement, and | Required Documents:  
• Enrollment Application  
• Marketing/Recruitment Materials  
Other Evidence  
- School leader interview  
- Observation of lotteries  
- Enrollment and attendance data  
- Core data |
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<tr>
<th>Element</th>
<th>Description</th>
<th>Required Documents</th>
<th>Other Evidence</th>
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| d. | Develops and sustains a school culture conducive to student learning | i. Maintains a clean and safe environment that supports the educational mission of the school.  
ii. Maintains open, consistent, clear communication among students, staff, parents, and administration  
iii. Maintains a school culture conducive to learning and continuous improvement  
iv. Communicates effectively to all stakeholder groups | Same evidence sources as described in Element IV above.  
**Required Documents:**  
- Onsite observations  
- Parent surveys and interviews  
- Student surveys and interviews  
- Staff surveys and interviews  
- Student support staff interviews (Counselors, nurses, social workers, School Psychologists)  
- Discipline, suspension and/or expulsion data  
- Parent complaint/grievance records |  |
| e. | Employs qualified staff, provides professional development opportunities to improve their performance. | i. Conducts personnel procedures and practices in a manner that promotes instructional effectiveness and continuous school improvement.  
ii. Conducts personnel procedures and practices in a manner that promotes the recruitment and retention of an effective instructional staff.  
iii. Provides professional development opportunities for all staff members that are aligned to the school’s vision and advances their effectiveness in their roles. | **Required Documents:**  
- 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) |  |
| f. | Understands and complies with the laws, policies, and state and federal requirements that govern charter schools | i. Participates regularly in professional development opportunities, which provide insight into the trends, issues, and potential changes in the environment in which charter schools operate  
ii. Allocates resources based primarily on their impact on student achievement, learning, and well-being  
iii. Implements business policies and procedures that promote school sustainability, operational integrity, and a focus on student achievement and learning results | **Required Documents:**  
- Health and Safety  
  - Health Permits (food service)  
  - Fire Safety Permit  
  - Building Inspection/Certificate of Occupancy  
  - Elevator Inspection Certificate  
- Special Education  
  - SPED Compliance Plans (IDEA & 504) |  |
iv. Establishes programs and policies that enable all students to be served effectively
v. Ensures timely submission of required data and reporting
vi. Ensures that school is in compliance with state and federal laws, policies and requirements and provisions in its contract with UMSL in these areas:
   a) Health and safety
   b) Student records:
      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

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<tr>
<th>COVID-19 RELATED</th>
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| g. Addresses ramifications of COVID-19 on school’s capacity to advance the school’s mission. | • School Reopening Plans
   • Staff PD Plan
   • Teacher Evaluation Process |
| i. School leadership adjusts the following as necessitated by COVID-19:          | Other Evidence                                                           |
| a) Health and safety policies, procedures and practices                         | • School Leader interview
<p>| b) Recruitment and enrollment strategies                                         | • Staff interviews                                                       |
| c) Staffing                                                                    |                                                                          |
| d) Curriculum and instruction                                                    |                                                                          |
| e) Assessment of student learning                                               |                                                                          |
| f) Student support: including but not limited to SPED, ELL, dyslexia, homelessness, social-emotional needs. |                                                                          |
| g) Communication with board, staff and families                                 |                                                                          |
| h) Teacher evaluation                                                           |                                                                          |
| i) Professional development                                                     |                                                                          |</p>
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<th>Element III: School Leadership and Operations</th>
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<td><strong>Areas of Strength</strong></td>
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<td><strong>Head of School</strong></td>
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<td><em>(a) Investment of others:</em></td>
<td><em>(a) Investment of others:</em></td>
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<td>o Staff interviews indicate strong satisfaction with HoS’s support, especially related to challenges resulting from the pandemic.</td>
<td>o Teacher interviews indicate they feel overloaded with all of the additional expectations around the pandemic.</td>
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<td>o <strong>COVID Related:</strong> Stakeholder interviews indicate the board and school leaders made good decisions dealing with the challenges resulting from the pandemic.</td>
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<td>o The school gathers parent and staff surveys to inform decisions. – including those related to pandemic.</td>
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<td><em>(b) Strategic approach towards student achievement:</em></td>
<td><em>(b) Strategic approach towards student achievement:</em></td>
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<td>o Pursuant to UMSL’s probation decision, the HoS spearheaded development of an ambitious yet feasible SIP that prioritized student growth in reading and math. The plan guided all subsequent decisions pertaining to curriculum planning, design of classroom daily teaching schedules, teacher PD, assessment plans, and student academic intervention plans.</td>
<td>o <strong>COVID Related:</strong> Synchronous learning has been very challenging to implement. Refer to comments below under Element IV: Curriculum, Instruction and Assessment.</td>
</tr>
</tbody>
</table>

Documents
- Staff PD Plan
- Staff surveys

Other Evidence
- School Leader interview
- Staff interviews
- Student interviews
• (c) Recruitment and enrollment strategies:
  o The HoS, with board oversight, developed a promising recruitment plan to increase enrollment for SY22.

  •  (d) Culture building:
      o Teacher interviews indicated they have good relationships with the HoS, and appreciate his “open-door” approach to communication.

  •  (e) Employment:
      o The HoS hired a principal who is a great fit for the role and has assembled a dedicated staff that believes in the mission and works well together.

  •  (f) Compliance with state-federal statutes and regulations:
      o To the best of UMSL’s knowledge, Arch’s administration is compliant with state and federal statutes and regulations.

• The principal expressed her appreciation for the support and mentoring she receives from the ED; given that this is her first year in this role.

Principal
• (a) Investment of others:
  o The Principal builds collaboration and leadership by involving staff in decision making and delegating responsibility for carrying out initiatives to others.
  o Teacher interviews indicate that they:
      ▪ Feel strongly supported and get help when they ask for it.
      ▪ Have a voice in decisions that directly impact their work.
      ▪ Appreciate the principal’s persistence in staying in touch with families to ensure all children are participating in the academic program.
  o Teacher interviews indicate they appreciate the “end of the day” informal meetings with the principal to debrief how things went that day.

  •  (c) Recruitment and enrollment strategies:
      o Enrollment dropped roughly 7% between September and January (6-7 students).
      o In years past, most recruitment plans have run through the church’s planning and operations. Our office strongly agrees with Arch’s current recruitment plan that leverages the church’s ties to the community, but is led and driven by school leadership and is clearly separate and distinct from the church.

  •  Consider what PD opportunities would be most useful to develop the new principal in her role and help provide them to her. These may include, curriculum and instruction, finance and budget appropriation.

Principal
• (b) Strategic approach towards student achievement:
  o The principal and her staff have leveraged as much capacity as possible to reach out to families – especially of virtual students – to set expectations, trouble-shoot technical issues, spur engagement and hold them accountable for their children’s attendance and active engagement with the academic program.
  o The principal prioritized teacher development and followed through with targeted professional development, observation and feedback, informal after-school meetings and lesson plan reviews.
    ▪ The teachers and principal have regular meetings where they analyze student assessment data to make instructional decisions.

• (d) Culture building:
  o Teacher and other stakeholder interviews indicate that the principal is directly responsible for shifting the school’s culture in a positive direction. See comments below under Element V: Culture of Achievement. Specifically, they credit her for:
    ▪ Developing in students more positive mindsets around learning
    ▪ Improving student behavior
    ▪ Building a tight-knit community among students and staff in the building.
  o Teacher interviews indicate they have good relationships with the principal, and appreciate her “open-door” approach to communication.

Discipline
• Per comments above and under Element V: Culture of Achievement below, behavior and discipline has significantly improved at Arch this year. Suspension and expulsion data from SY20 versus SY21 strongly supports this finding.

Communication
• Teacher interviews indicate communication between the administration and staff has greatly improved.
• The principal has expanded Arch’s presence on Facebook and other social media platforms.
• The principal has made herself very accessible to parents and families

• (b) Strategic approach towards student achievement:
  o **COVID Related**: Synchronous learning has been very challenging to implement. Refer to comments below under Element IV: Curriculum, Instruction and Assessment.
  o Teacher interviews indicate a desire for more time to work together as teams built into the weekly schedule.
  o Teachers could still use extra help (staff) to provide more individualized attention for those students needing help.
  o Teachers would like more help for struggling readers.
  o Students would like more opportunity to learn science and social studies.
Operations/HR/Facilities
- Heating and cooling operated without issue during the school year.
- Maintenance is handled by the church and has been satisfactory.
- No attendance reporting issues were noted.
- All teachers hold Missouri teaching certificates in the area in which they teach.
- The board of directors actively supports the school’s efforts to fulfill its operational responsibilities.
- The school has been happy with the food service provider.
- Classrooms are generally clean and provide welcoming space for teaching and learning.

Teacher Evaluation, Mentoring and Professional Development
- Arch evaluates its teachers following DESE’s model program.
  - According to the Head of School, Arch’s principal is working on customizing the evaluation process.
  - Teacher interviews indicate satisfaction with the Evaluation process. They set growth goals at the beginning of the school year. The principal has observed them and provided feedback throughout the year.
- The principal frequently observes teachers and provides constructive feedback.
- Teacher interviews indicate satisfaction with their professional development opportunities:
  - **COVID Related:** On how to teach synchronously and virtually.
    - On effectively utilizing NWEA and other assessment data during PD sessions and weekly data team meetings.
    - They appreciate the support from Dr. Brotherton.

Operations/HR/Facilities
- Significant Concern: Failure to meet enrollment goals has left very little wiggle room in the budget for resources teachers need.
  - **COVID Related:** Teacher interviews indicate concerns about instructional resources related to teaching both virtually and in-person. They need more classroom supplies and manipulatives – especially if the school continues to offer a virtual option and follow social distancing guidelines in the building next year.
- Significant Concern: Staff and leader interviews consistently expressed concerns about facilities:
  - The age and condition of the building poses safety issues.
  - There’s not enough space to accommodate the various settings necessary to effectively implement the academic program.
  - There’s no outdoor playground. Many expressed the belief that the school received grant money last year to build a playground and wonder why that hasn’t happened.

Teacher Evaluation, Mentoring and Professional Development
- Complete the customization of DESE’s evaluation model program so that standards and process are aligned to Arch’s setting and culture.
- Teacher interviews indicated they would like more PD on the following:
  - Math instruction; especially on how to adapt Eureka math for low readers.
  - Implementation of Being a Writer.
- The principal recommends continuing PD on teaching reading and using data to drive planning and instruction.
### IV. Transformational Curriculum

**A transformational school:**

<table>
<thead>
<tr>
<th>Standards</th>
<th>Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Curriculum and instruction are aligned to the mission, vision and</td>
<td>i. Curriculum scope and sequence provide opportunities for students to reach the school’s mission and vision.</td>
<td>Required Documents:</td>
</tr>
<tr>
<td>educational philosophy of the school.</td>
<td>ii. Instructional practices provide opportunities for students to reach the school’s mission and vision.</td>
<td>• Schoolwide Curriculum Scope and Sequence</td>
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<td>iii. Curriculum and instruction are aligned to the educational philosophy of the school as described in the charter.</td>
<td>Other Evidence</td>
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<td></td>
<td></td>
<td>• Classroom observations – including SPED and Title 1 programs</td>
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<td></td>
<td>i. Implements curriculum that clearly identifies and builds essential and enduring knowledge.</td>
<td>• Student and staff interviews</td>
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<td></td>
<td>ii. Structures a curriculum scope and sequence aligned to Missouri’s Common Core Standards.</td>
<td>• Sample unit and lesson plans</td>
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<td></td>
<td>iii. Ensures that the curriculum invests and prepares students to extend their learning and be successful beyond the classroom and beyond their school career (life-long learning, career readiness, college readiness, active citizenship).</td>
<td>• Student work</td>
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<td></td>
<td>iv. Uses a variety of instructional techniques to enhance content acquisition and meet the needs of a diverse student population.</td>
<td>• Same as above</td>
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<td></td>
<td>v. Develops and implements clearly defined strategies to meet the needs of a diverse student population.</td>
<td>Other Evidence</td>
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<td></td>
<td>vi. Utilizes high quality instructional materials, including technology, to support the curriculum.</td>
<td>• Same as above</td>
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<tr>
<td>b. Provides a challenging, engaging, coherent, transformational</td>
<td>i. The school prioritizes core content and learning standards.</td>
<td>• MSIP-5 student achievement, attendance and retention data</td>
</tr>
<tr>
<td>curriculum that meets the academic needs of all students</td>
<td>ii. The school adapts as necessary the curriculum and student assessment to identify and support all students’ learning needs within a distance learning environment</td>
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<td></td>
<td>iii. Curriculum resources and instructional strategies facilitate effective presentation and interaction in a remote setting. a) The remote learning experience is both rigorous and engaging</td>
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<td>c. Ensures that curriculum and instruction adjustments for remote</td>
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<td>Documents</td>
</tr>
<tr>
<td>learning provide a challenging, engaging, coherent learning experience</td>
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<td>• Internal assessment data</td>
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<td>that meets the academic needs of all students.</td>
<td></td>
<td>• Staff surveys</td>
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<td></td>
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<td>• Parent surveys</td>
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<tr>
<td></td>
<td>i. The school prioritizes core content and learning standards.</td>
<td>Other Evidence</td>
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<tr>
<td></td>
<td>ii. The school adapts as necessary the curriculum and student assessment to identify and support all students’ learning needs within a distance learning environment</td>
<td>• School leader interview</td>
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<td></td>
<td>iii. Curriculum resources and instructional strategies facilitate effective presentation and interaction in a remote setting. a) The remote learning experience is both rigorous and engaging</td>
<td>• Staff interviews</td>
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<td></td>
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<td>• Student interviews</td>
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iv. Adjusts the instructional delivery model to ensure that all students have equal access to rigorous education programming.

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<tr>
<th>Areas of Strength</th>
<th>Areas for Growth</th>
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</table>
| • Documented Curriculum  
  o **COVID Related**: Arch identified priority standards based on the Missouri Learning Standards and teacher interviews indicate that they use them to guide planning.  
  o The Head of School indicated that he is working with Dr. Brotherton to develop a scope and sequence for ELA and Math.  
  o Teachers indicate that they have been doing some curriculum mapping this year.  
  
  • (a) Curriculum alignment to vision and philosophy:  
    o Teacher-student relationships seem vastly improved in some classrooms compared to past years; allowing a few teachers to move away from teacher directed lessons.  
    o School leaders are holding teachers to a new level of accountability around instruction and following the curriculum.  
    o Observations indicated that teachers utilize Eureka (Math) and Fundations and Elevate (ELA) as intended to improve math skills, phonics, phonemic awareness, comprehension and fluency.  
  
  • (b) Challenging, engaging and coherent:  
    o Observations indicate that teachers have designed lessons that engage students, especially in-person. Students are focused on learning and eager to participate.  
    o Teacher interviews indicate that the half-day math and ELA marathons have been very engaging for students.  
  
| • Online observations of synchronous classrooms.  
  
| • Documented Curriculum  
  o **COVID Related**: While Arch uses good commercial programs in ELA and math, along with MySci for science, these are not substitutes for a documented scope and sequence. Identifying priority standards is a good first step and it helps that the commercial programs provide units and standards, but so much more needs to be done to ensure that both current and new teaching staff have a strong framework upon which to build aligned subject-area curriculum both within and across grade levels.  
  o Currently, Arch does not have a social studies scope and sequence.  
  
  • (a) Curriculum alignment to vision and philosophy:  
    o **COVID Related**: Some teachers indicated how much their students miss specials; especially art.  
    o Teachers could use more leveled readers or a leveled library to support guided reading instruction.  
  
  • (b) Challenging, engaging and coherent:  
    o **COVID Related**: All stakeholder interviews revealed deep concern about students learning virtually. Consistent attendance is a concern for these students, and though teachers are putting forth their best efforts, virtual students are not making enough progress and are falling further behind in terms of growth compared to Arch’s in-person students.  

• Student Assessment Plan
  o Arch has put together a schoolwide assessment plan that:
    ▪ Tracks student growth in ELA and math throughout the year - formal administrations in Fall, Winter and Spring.
    ▪ Provides data to inform teacher planning to address learning gaps at the individual student level.
  o Teacher interviews indicate that:
    ▪ They use informal and formal performance data (including F & P and NWEA) to guide planning;

  ▪ Synchronous learning has been very challenging to implement. Teachers reported that their skills improved over time, but emphasized how difficult it is to manage virtual students effectively while simultaneously offering instruction to in-person students.
    • For those times when teachers are teaching synchronously, they need microphones so that virtual students can hear them clearly no matter where they are in the classroom.
    • Assuming that Arch has set norms for online engagement (camera on, aimed at student's face, student sitting upright and so on), teachers have a hard time holding virtual students to the norms. In almost every observed virtual class, there were a few students who didn't turn the camera on at all, were not on screen (views of the ceiling) or lying down in bed barely paying attention.
    • Virtual students use white boards to show work. If continuing with virtual learning next year, consider finding a program that allows students to do their work online and teachers can view their screens in real time.
  
  ▪ Teacher interviews indicate that Eureka Math does not support many of the students at their current level and requires significant tailoring or supplementation to meet student needs.
  ▪ Teacher and school leader interviews indicate that the ELA program, though improving, still needs more development to:
    ▪ Strengthen alignment across grade levels
    ▪ Increase rigor
    ▪ Infuse literacy into other subject areas
specifically, to set individual student growth goals and differentiate instruction.

- Differentiation results in more one-to-one and two-to-one instruction time with students.

  - Preliminary data indicates students – especially those in person – are making academic gains, especially in math.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Evidence</th>
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</table>
| 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: |
| b. Plans and implements processes and procedures to reduce COVID-19 transmission. | i. Follows current safety guidelines and government health agency mandates related to COVID-19.  
ii. Implements multiple COVID-19 mitigation strategies in ways that are developmentally appropriate for students, teachers and staff.  
iii. Educates students about COVID-19 disease prevention. | Documents:  
AMI, AMI-X and reopening plans |

Element V: Culture of Achievement

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<tr>
<th>Areas of Strength</th>
<th>Areas for Growth</th>
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</table>
| • All stakeholders celebrated a significant shift in Arch’s culture compared to previous years. Teacher and school leader interviews indicate that:  
  o Arch’s culture and enhanced sense of community is a strength.  
  o Arch’s environment is safe.  
  o Students have fun, but know they’re main purpose is to learn. | |
- Students are taking ownership of their learning and actions.
- Staff enjoy working at Arch.
- Suspension and expulsion data from SY20 indicated a significant number of serious behavior incidents. In contrast, through February, SY21 data indicates a very dramatic reduction of behavior incidents requiring disciplinary action.
- The pandemic accounts for some of this (fewer students in the building, social distancing), but all stakeholders indicated that school culture has significantly improved for other reasons; mainly tied to the new Principal's leadership:
  - Students are much more focused on teaching and learning.
  - Teachers spend much less instructional time dealing with behavior issues.
  - Hallways and offices are noticeably quieter and generally free from turmoil and tumult.
- 2020-21 Panorama student survey data indicated gains in every category (Grit, Growth Mindset, Self-Efficacy, Self-Management and Social Awareness, Rigorous Expectations, School Climate, School Safety and Teacher-Student Relationships) compared to 2019-20 data.
VI. Transformational Teachers
A transformational teacher:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicator</th>
<th>Evidence</th>
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<tbody>
<tr>
<td>a.</td>
<td>i. Develops an ambitious, measurable and inspiring course vision and goals aligned to the school’s vision and innovative identity.</td>
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<td>a.</td>
<td>ii. Provides students with a clear picture of what reaching the vision and goals looks like.</td>
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<td>b.</td>
<td>i. Believes that all students can learn.</td>
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<td>b.</td>
<td>ii. Holds high expectations for all students</td>
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<td>b.</td>
<td>iii. Inspires and motivates students to reach the vision and goals.</td>
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<td>b.</td>
<td>iv. Builds a strong culture of achievement where the classroom environment is conducive to learning and growing.</td>
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<td>b.</td>
<td>v. Builds strong, trusting relationships with students and their families.</td>
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<td>b.</td>
<td>vi. Is passionate about the content of the curriculum and conveys that passion to students.</td>
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<td>c.</td>
<td>i. Designs a course scope and sequence that is tightly aligned to the vision and goals.</td>
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<td>c.</td>
<td>ii. Designs a course that engages students in both critical thinking and meaningful discourse around enduring understandings and essential questions.</td>
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<td>c.</td>
<td>iii. Designs units and lessons that:</td>
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<td></td>
<td>a) Are tightly aligned to course learning objectives and desired student outcomes.</td>
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<td>b) Build on what students already know and do and provide the scaffolding they need to reach the level of success commensurate with the vision and goals.</td>
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<td>c) Engage students with thought-provoking and ambiguous texts/materials that challenge their thinking and feelings.</td>
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<td>d) Give students opportunities to conduct research to answer a question, explore and take a stand on an issue, or develop solutions to a problem.</td>
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<td>e) Use writing to communicate their reflections and understandings</td>
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<td></td>
<td>f) Incorporate a variety of teaching methods that meet the needs of diverse student learning styles</td>
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</table>

**Required Documents:**

**Other Evidence**
- Teacher and student surveys and interviews
- Classroom observations

**Required Documents:**

**Other Evidence**
- Teacher surveys and interviews
- Classroom observations
- Student and parent surveys and interviews
- Course scope and sequence, unit and lesson plans

**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.

- Keeps instruction student centered and inquiry oriented
- Continually orients students to content
- Continually orients students to each other
- Continually checks for student understanding and makes appropriate adjustments as necessary

**Required Documents:**

**Other Evidence**
- School leader/Curriculum leader interviews
- Teacher interviews
- Classroom observations

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e. Tracks student progress towards academic and personal growth goals and adjusts as necessary.

- Uses multiple forms of assessment, including growth-measures assessments, to inform instructional decision-making.
- Evaluates students’ progress towards meeting course and school performance goals and modifies goals, as needed, to improve student achievement.
- Tracks and disseminates growth data for students over time using both norm referenced measures and state assessments.
- Builds student skills in tracking their own progress and motivates them to take charge of their own academic and personal growth.
- Pursues professional development opportunities to address areas for growth in their own teaching.

**Required Documents:**

**Other Evidence**
- School leader/Curriculum leader interviews
- Teacher interviews
- Classroom observations

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COVID-19 RELATED

f. Adjust curriculum and instruction as well as student support approaches to accommodate changes in the teaching and learning environment necessitated by COVID-19.

- Pursue professional development to address areas for growth in teaching remotely.
- Adjust curriculum plans, units and lessons to align with various teaching platforms to provide rigorous and engaging instruction for all students.
- Adjust student data collection strategies to drive instructional decision-making.
- Adjust student-monitoring strategies to support students’ social-emotional needs.
- Pursues collaboration with school leaders and families to strengthen student achievement.

**Required Documents:**

**Other Evidence**
- School leader interview
- Staff surveys and interviews

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<table>
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<tr>
<th>Element VI: Teachers</th>
<th>Areas of Strength</th>
<th>Areas for Growth</th>
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<tbody>
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<td>• (a) Belief in the vision:</td>
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<td>o COVID Related: To quote the Head of School:</td>
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<td>▪ “I couldn’t be more proud of the staff. They’ve been with us all the way. If they questioned our decisions or guidance, they did so respectfully, and they have</td>
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</table>
trusted the system. They have had to learn a whole new way to teach, and they’re pushing their students forward.”

- All stakeholder interviews indicate that teachers are devoted to Arch’s mission and students.
- Teachers have become a very cohesive group and actively support each other to help carry out their roles.

- (b) Student investment:
  - Teachers have helped create a very caring learning environment where children feel safe.
  - Teachers have worked hard to reach all students’ during the pandemic.
  - For in person learners, student investment in learning has significantly improved compared to previous years.
  - Teachers are strengthening partnerships with parents by frequently and consistently communicating student progress with them.

- (c) Curriculum development and implementation:
  - Teachers helped identify priority “power” standards to guide curriculum planning.
  - Teachers indicate they are gearing up to tackle scope and sequence building this coming summer.
  - Teachers differentiate instruction; especially using Eureka Math.

- (d) Instructional practice:
  - Teachers made significant adjustments to provide quality instruction in a synchronous learning environment.
  - Technology has become an integral piece of every day instruction.
    - Many teachers use the smartboard interactively while teaching.
  - Teachers have gone above and beyond to support at home learners.

- (e) Student progress-tracking:
  - Teachers use data driven instruction more now than ever before.
  - Teachers are growing in their ability to utilize a variety of assessments (formal and informal) to track progress.

- (c) Curriculum development and implementation:
  - It’s important that teachers are involved in developing the scope and sequence documents over the summer.

- (d) Instructional practice:
  - Teachers struggle to provide quality lessons for online students’ while concurrently conducting lessons on site.

- (e) Student progress-tracking:
  - Teachers indicate they want and need more work on analyzing data to inform instruction.
differentiate learning goals, and offer targeted intervention approaches to meet students where they are.
## VII. Engaged Parents and Community

### A transformational school:

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<thead>
<tr>
<th>Standard</th>
<th>Indicator</th>
<th>Evidence</th>
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</thead>
</table>
| 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  
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. | Documents  
• 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 |
| 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 | Other Evidence  
• Parent surveys and interviews  
• School leader interviews |

### COVID-19 RELATED

| c. Addresses ramifications of COVID-19 on school’s capacity to engage and seek input from parents and community members. | i. Collaborates with families in decisions driven by COVID-19 that directly impact their children’s access to learning.  
ii. Provides frequent opportunities for families to give feedback.  
iii. Ensures that all families have access to the school’s distant learning platforms. | Documents  
• School leader board reports |

| Element VII: Parents and Community | Areas of Strength | Areas for Growth |
• (a) Parent and community engagement:
  o **COVID Related**: Teacher interviews indicate that due, in part, to the pandemic, overall communication with parents and families has increased and improved.
  o Teachers communicate via calls and texts, especially on Class DoJo, where parents are very active and responsive.
  o Teacher interviews indicate parents are more involved in keeping up with student progress.

• (b) Input from stakeholders:
  o **COVID Related**: In 2020, Arch surveyed parents over the summer and again in October to inform COVID related decisions.
  o The principal has expanded opportunities for families and community to communicate with Arch by:
    ▪ Improving Arch’s social media presence
    ▪ Making herself more accessible to them.
    ▪ Proactively reaching out to them.

• (b) Input from stakeholders:
  o **COVID Related**: Consider surveying parents for their perspective on effectiveness and concerns related to virtual and hybrid learning at Arch.
## VIII. Comprehensive Student Support System

The support staff of a transformational school:

<table>
<thead>
<tr>
<th>Standard</th>
<th>Indicators</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Develops and utilizes a comprehensive, developmental student</td>
<td>i. Collects and uses academic, behavior and attendance data to:</td>
<td>Required Documents:</td>
</tr>
<tr>
<td>support system that proactively assists all students to develop and</td>
<td>a) Plan appropriate programs for students both individually and</td>
<td>- SPED Compliance Plans (IDEA &amp; 504)</td>
</tr>
<tr>
<td>apply knowledge, skills and mindsets for maximum academic, career,</td>
<td>collectively.</td>
<td>- ELL Intervention Policy</td>
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<tr>
<td>and personal/social growth during the school years.</td>
<td>b) Monitor student performance and provide appropriate interventions</td>
<td>- Title I Needs Assessment and Plan</td>
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<td>in cooperation with all stakeholders for student success.</td>
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<td></td>
<td>ii. Assists all students with developing academic, career, and personal/</td>
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<td></td>
<td>social skills; helping them to utilize reasoning, understand</td>
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<td></td>
<td>connections and make complex choices.</td>
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<td>iii. Uses a variety of activities, resources and strategies;</td>
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<td>including individual and group counseling, classroom</td>
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<td></td>
<td>presentations, academic advising, parent education and other</td>
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<td></td>
<td>responsive services</td>
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<td>b. Advocates for students and provides professional expertise to help</td>
<td>i. Proactively facilitates communication and collaboration within and</td>
<td>Required Documents:</td>
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<td>school personnel, parents/guardians and community members to increase</td>
<td>among the school, home and community to promote and build trust,</td>
<td>- Student support team interviews</td>
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<td>the effectiveness of student success.</td>
<td>understanding and partnerships with all segments of the</td>
<td>- School leader interviews</td>
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<td></td>
<td>school community.</td>
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<td>ii. Seeks solutions and provide referrals to overcome barriers to</td>
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<td>effective involvement in education and success of students.</td>
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<td>c. Develops and implements policies and procedures to ensure that all</td>
<td>i. Ensure that teachers have the expertise to identify students who</td>
<td>Other Evidence:</td>
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<td>children with disabilities are identified and evaluated; and if</td>
<td>may have special needs and communicates regularly with teachers to</td>
<td>- Student support team interviews</td>
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<td>eligible, receive services that meet their specific needs.</td>
<td>share concerns.</td>
<td>- School leader interviews</td>
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<td>ii. Follows protocol related to parent concerns in a timely manner.</td>
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<td>iii. Develops and implements a system (internal or external) to</td>
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<td>evaluate students.</td>
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<td>iv. Develops and implements appropriate services that meet</td>
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<td>each student’s individual needs.</td>
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<td>v. Is in compliance with all special education statutes and</td>
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<td>procedures.</td>
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<td>d. Develops and implements policies and procedures to ensure that all</td>
<td>i. Develops and implements a plan that’s in compliance with state and</td>
<td>Required Documents:</td>
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<td>children who</td>
<td>federal guidelines that</td>
<td>- Homeless Student Policy</td>
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qualify as homeless receive all necessary services and support to meet their specific needs.

ensures homeless students have an equal opportunity to a public education.

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.

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.

**COVID-19 RELATED**

**e.** Addresses ramifications of COVID-19 on the school’s capacity to proactively assist all students to develop and apply knowledge, skills and mindsets for maximum academic, career, and personal/social growth during the school years.

**f.** Addresses ramifications of COVID-19 on the school’s capacity to proactively assist all students to develop and apply knowledge, skills and mindsets for maximum academic, career, and personal/social growth during the school years.

**i.** Develops and implements a plan that is in compliance with state and federal guidelines and ensures the school effectively assists all students operating in a remote learning environment.

**Other Evidence**
- Student support team interviews
- School leader interviews
- DESE compliance reports
- Staff, student and parent surveys

**Required Documents**
- ELL Intervention Plan

**Other Evidence**
- Student support team interviews
- School leader interviews
- DESE compliance reports
- Staff, student and parent surveys

**Element VIII: Student Support System**

**Areas of Strength**
- Teacher interviews indicate they appreciate and are satisfied with the support they receive for students with special needs, including reading support.

**Areas for Growth**
- **COVID Related:** Teachers, especially those in younger grade levels, expressed concern about the pandemic’s impact on students’ social development. Opportunities to learn cooperation and communication skills have dwindled significantly.

**Dr. Thurma DeLoach’s Review**

**Leadership**
- The ARCH Community School (TACS) is completing its 4th year; it serves students in grades Kg-5—one classroom per grade level. TACS continues to grow in its capacity for serving students who are at high risk for educational challenges due to socio-economic insecurity, trauma, and inconsistent schooling.
  - A new principal, Tanisha Stanciel, joined the TACS team. An experienced urban school administrator with extensive knowledge and experience in special education and support systems for highly at-risk students, she quickly assumed day-

- Some staff members expressed concern about some individual staff members continuing to seek direction from Dr. Schiller instead of Ms. Stanciel. This is not unexpected given his prior role as principal; however, this could create tension within the leadership team.
  - Explicit written guidance in the staff handbook on who to go to first for assistance on what issues could help address this concern. If a staff member has not first discussed an issue with the appropriate person, they should anticipate being re-directed back. This practice will enable the new principal to
to day operational leadership for TACS. This enabled Dr. Shiller to devote his time fully to the role of Executive Director and development of policy, funding, and strategic planning with the Board of Directors.

- TAC retained most of its staff from the 2019-20 SY, replacing only one classroom teacher and the literacy specialist. This continuity of staffing has contributed to the highly collaborative culture within the school.
- A full-time literacy specialist, full-time behavior interventionist, and a part time Academic/behavioral intervention coordinator joined the TACS student support services team.
- Dr. Brotherton continues to support the TACS teachers through instructional coaching and curriculum consultation.

- Ms. Stanciel initiated several systems designed to create consistency in instructional planning and data-based decisions including:
  - Lesson plan templates and administrative review of lesson plans
  - Data collection using Aimsweb, Panorama, SWISS, and regular data review in grade level meetings
  - Teacher identified Goals for Academic and Behavioral Improvement

- Several staff members indicated improvements in parent communication and engagement this year. They attributed this to frequent teacher communication with parents during Virtual Sessions, direct Covid-related support to families provided by TACS staff (including home visits), and the principal, executive director, and school nurse being outside to greet students and families during morning drop off. Parents have access to DoJo which provides them with immediate access to teachers and principal.

- ARCH was showcased in Chalk Talk STL in the St. Louis Post Dispatch this school year.

**Covid Planning and Response**

- The experience with virtual instruction in the spring was used to plan for continued virtual instruction at the beginning of the fall semester 2020. Planning included ensuring students had access to Chrome Books and Internet/hot spots at home. Additional print/packet materials were also made available. Breakfast and lunch meals were provided to students/families at pick up locations in the community. Home visits were made. This planning was effective in providing students access to virtual instruction for the start of the school year. The efforts of the ARCH staff to provide for their students under challenging circumstances are to be commended.

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- ARCH was showcased in Chalk Talk STL in the St. Louis Post Dispatch this school year.

**Covid Planning and Response**

- Given the possibility of future school closures due to Covid/contagious diseases or other natural disasters, the Covid safety committee should dedicate time to review/revise the plan and evaluate the results of their efforts. The pivot to virtual instruction for any reason should be easier for students and families in the future.
  - One suggestion is for teachers to provide students with regular review of the procedures for accessing virtual lessons and practice content—starting at the beginning of the school year.
School Classroom was adopted as the virtual platform. Some staff were already familiar with this program. Others learned on their own or collaborated with each other to figure out how to best provide this. Overall, teachers reported they were able to make the virtual shift fairly well.

A full-time school nurse is on-site at TACS through partnership with Children’s Hospital—Healthy Kids Healthy Minds. The nurse helped guide the school staff prepare for the safe re-opening of the school building in October.

- A Covid safety plan was developed by a Covid Safety committee which included the school nurse.
- The nurse maintains frequent contact with families, greeting them at morning drop off, checking temperatures, asking about symptoms, and providing necessary information in person; it was reported that parents appear to trust the nurse and do what she advises.
- The nurse conducts On-site Covid testing, student/family follow-up and contact tracing as needed.
- Teachers reported feeling more safe returning to campus knowing that a nurse was on-site and monitoring students, staff, and families for Covid-related needs/requirements.
- Staff had Covid protection gear provided including masks, hand sanitizers, and other cleaning supplies.

TACS reported 85% attendance during virtual sessions this fall and winter—significantly improved participation from the prior spring.

Special education and intervention teachers typically scheduled virtual instruction as 1-1 sessions and for shorter time periods each week than when students were on-campus. They reported that students engaged well during 1-1 instruction and did not regress on skills as would have been predicted. They attributed stronger student engagement during these shorter but more intense 1-1 sessions.

Special Education Services

- TACS currently serves 15 students with IEPs—down from 21 students last year. All of these students are in the regular classroom at least 80% of the school day. A large group of students with IEPs left TACS at the end of grade 5 and only one student with an IEP transferred to TAC this school year. The special education teacher and SLP reported that this reduction in the number of students requiring special education services has enabled them to better provide the needed intensity of services to their students. Several students have multiple needs including academic instruction, behavioral/social skill supports, Speech, language and Occupational Therapy.

Virtual instruction has been challenging for most students and families. Staff reported that parents are doing what they can to support their children virtually but there are many competing needs that continue to make virtual instruction less effective than in-person. Staff identified issues with inconsistent participation, technology log-in difficulties, availability of adults in the home to assist with engagement and technology access, distractions within the home (e.g., other children, noise, students still in bed or joining from the car). Knowing that virtual instruction is likely to be necessary in the future, periodic refreshers/outreach to parents and students on key strategies to improve the learning environment at home could be helpful reminders for parents and students.

Special Education Services

- The building principal should review Special education service minutes and schedules regularly to ensure that adequate time and scheduling flexibility exists to appropriately serve all areas of need and across all grade levels. If additional special education or intervention staffing is hired in the future, consideration should be given to creating primary and intermediate positions (e.g. a primary special education/intervention teacher and an intermediate special education/intervention teacher) This would enable the teachers to
• Special education staffing includes a full-time special education teacher, a part time speech language pathologist and hourly occupational therapist. A retired school psychologist is contracted to provide evaluations for students referred for special education evaluation. The principal is a certified special education teacher and special education administrator. She is an exceptional resource to the school community on all issues related to special education compliance and services.

• Special education staff serve students on-campus and virtually. They reported that student engagement during virtual instruction has been acceptable. This reviewer observed several virtual lessons and found student engagement to be better than anticipated. Students who consistently logged in and engaged made progress. A few students who opted for virtual had poor attendance; they showed significant loss of skills since the prior school year.

• Classroom teachers report that their students with IEPs are well supported. They reported that the special education staff are strong communicators, stay in close contact, and are responsive to student needs. Most collaboration is done informally—no set schedule. Classroom teachers reported their students with IEPs are making progress.

• Special education staff used the Form G planning process designed by DESE to modify IEP minutes during virtual instruction and school closures. Staff reported this process to have been helpful to establish virtual schedule of services and prioritized goals with students and families.

• Special Education Process coordination is shared by two student support services staff members. The part time Academic/Behavioral Interventionist reviews transfer student files, sets up SpedTrack files, and reviews staff and parental referrals for evaluation. The part time Speech-Language Pathologist coordinates evaluations with the school psychologist and coordinates Medicaid reimbursements (SDAC and direct service). She attends the Charter Collaborative meetings each month and stays well informed of current special education compliance issues and changes.

• A CARE team process is used to determine if a student is suspected of a disability and should be referred for evaluation. This process is led by the academic/behavioral interventionist. The CARE team includes the principal, the speech language pathologist, the special focus on primary or intermediate curriculum, schedule time for push in supports/intervention, and collaborate with their own grade specific teachers.

• Student Support/Special Education staff continue to express concern about adequate space to provide special education and intervention services. At this time, a single classroom is used for reading intervention, academic/behavioral intervention, and Speech Language services. The area can get crowded and noisy when all 3 teachers are working with small groups.

• Consideration could be given to hiring a part time certified school psychologist as a TACS staff member responsible for all aspects of the pre-referral, referral, evaluation and re-evaluation process. It is possible that this position could be shared with other UMSL Charter schools with similar needs for a part time school psychologist. Such an arrangement could be structured to provide more services without adding significantly to the budget.
education teacher, and the classroom teacher. Student performance data is included in these reviews. This process is still in development but is reported to be effective in determining those students who should be evaluated for special education eligibility.

- TACS went through the DESE Compliance review during the 2019-20 school year. Only one file was found to be out of compliance on an evaluation timeline. That issue has been corrected and TACS is now in compliance with all Special Education compliance requirements. TAC is off cycle for this coming school year but will go through self-assessment as part of Cohort 3 in the 2022-23 SY.

Dyslexia Screening & Intervention Supports
- Starting in August of 2019, all Missouri public schools were required to annually screen students for potential reading challenges related to dyslexia. TACS conducted all required screening procedures for the fall and winter and met all screening timelines.
  o Aimsweb2 CBMs were used to screen grades 1-5 in the fall and KG was added in the winter. Spring screening is planned.
  o The literacy specialist led the Aimsweb screening process. Classroom teachers and the academic/behavior interventionist helped with some of the assessment tasks.
  o Students scoring in the bottom 10% of the grade level were identified as at risk for reading challenges. Parent were notified by letter of the intervention/supports planned for their child.
  o Instructional aides under the direction of classroom teachers provide supplemental small group intervention support for students with moderate reading challenges. The literacy specialist provides intensive intervention support to students highly at risk for reading difficulties in grades 2 to 5. The academic/behavior interventionist provides intensive intervention for high-risk students in KG and grade 1. Intervention is provided in person and virtually.
  o Fundations is used in the primary classrooms for class-wide phonemic awareness and phonics intervention.
- Winter Aimsweb assessments indicate that students are improving in basic reading skills—most notably in grades 2-5. Additional work on phonemic awareness and phonological processing in the upper grades appears to be beneficial.
- Although not required by DESE, TACS screens (reading and math) all new students as part of the enrollment process. An informal Montessori screener is used.

Dyslexia Screening and Intervention Support
- The roles of the literacy specialist, the classroom teacher, and the principal specific to conducting the assessments, reviewing the data, identifying students requiring intervention, and notifying parents of the assessment results and intervention plans should be explicitly stated. Interviewees expressed some confusion as to who took the lead on what procedures.
  o A checklist which identifies who does what when could be helpful.
  o An annual assessment plan and calendar that identifies the fall, winter, and spring screening windows and staff persons responsible for conducting each dyslexia screening component is recommended. All school-wide assessments would be included in the plan/calendar.
- Parent notification of the annual dyslexia screening requirements in TACS Parent Handbook with anticipated time frames, procedures, and expectations for use of the screening results should be considered.
- Classroom teachers reported they were aware of the dyslexia screening. However, classroom data and intervention needs were not specifically reviewed with individual teachers. Screening results indicate that many TACS students are below grade level and intensive teaching will be needed to close the literacy gap.
  o Screening data provides crucial information to teachers throughout the school year and a process for sharing this information in a timely manner after each screening should be implemented. Classroom teachers need to be part of the data review process & intervention support for all students.
- There appears to be a disconnect between literacy instruction in the general education classroom and what is provided in the literacy intervention program. Some of this may be due to different
The literacy specialist is developing a connection with the St. Louis City Library—virtual read alouds, tutoring services, and library books for students. This appears to be a work in progress—but could be a valuable resource. The ARCH does not have its own library.

TACS met the requirement to provide 2 hours of professional development on dyslexia and reading-related concerns. This professional development was conducted virtually at the start of the school year.

TACS received a DESE literacy grant which will support their professional development in literacy instruction for the next 5 years. LETRS (Literacy Essentials for Teachers of Reading and Spelling) training is part of this grant. LETRS is identified by DESE as a research-based, high quality professional development resource. The literacy specialist and KG teacher are participating in LETRS training this spring. Additional teachers will participate in LETRS training through the grant in the fall semester.

- Special education teachers should be encouraged to attend LETRS training with the school team.

Social Emotional Behavioral Supports and Intervention

In prior years, behavioral disruptions, office referrals, and out of school suspensions occurred frequently at TACS. Classroom teachers identified disruptive behavior as their highest priority concern for TACS students. This school year started with all virtual instruction and a gradual return to in-person learning provided the new principal and instructional staff the necessary time to establish school-wide expectations and begin to build a school culture in which appropriate behavior is explicitly taught, expected, and recognized. Covid-informed safety practices for masks, social distancing, and handwashing were taught and seemed to help students understand the importance of not getting into others people space.

- A behavior handbook is available to staff and parents which describes behavior expectations and disciplinary practices and consequences.
- TACS identifies as a PBIS-like school in which school-wide ROAR expectations are explicitly identified, taught, practiced, and recognized regularly.
- Several Flow Charts are available to teachers which describe key expectations for behavior management. These provide clear visuals as to appropriate methods for teaching and managing behavior in the classroom.

Social Emotional Behavioral Supports and Intervention

Social-emotional learning (SEL) continues to be a high need for TACS students. Many TACS students have experienced chronic as well as acute trauma including the loss of family members to Covid-19.

- 2nd Step, an evidence based SEL instructional program, was purchased 2 years ago and served as the primary SEL classroom SEL resource. 2nd Step is widely used throughout St Louis County and was selected to be the primary SEL Tier 1 resource for the Boone County Mental Health Cooperative after an extensive review of available SEL programs. CASEL (Collaborative for Academic, Social, Emotional Learning) standards provide the framework for 2nd Step curriculum. 2nd Step has not been implemented routinely school-wide during the current school year.
  - 2nd Step needs to be refreshed as a school-wide Tier 1 SEL resource for the 2021-22.

- Full time staffing is now available for the Anchor Room. As a key intervention center, on-going development of strategies and resources for self-management, calming, restorative practices should be planned.
  - Consideration should be given to adding Sensory Pathways, Motor Walks, Yoga Wall, anger & anxiety management expectations between this year and prior years—a new staff person being in the literacy role. Teachers want to work in partnership but don’t always understand how literacy intervention supports and builds on literacy instruction in the classroom. Strong relationships and collaboration between classroom teachers and specialists help ensure consistency in learning goals.
  - Frequent communication and transparency about reading goals and intervention methods should be practiced. It may be helpful to include the literacy specialist in grade level meetings with the principal so individual student needs can be discussed and planned for collaboratively.

- Teachers expressed concern about not having a leveled book room or library for students to check out “just right” books. This could be a need that ARCH doners or fundraisers would be interested in funding. In the meantime, the public library has a program for checking books out to schools.
§ Behavior Management Flow Chart (Teacher vs Office Managed Behavior)
§ Behavior Supports Process (Tiers 1-2-3)
§ START with Effective Classroom Management
  o A school store incentive program is used to recognize and reinforce appropriate behaviors.
  o The SWISS office referral data management system is used to track student behavior and is used by the principal and the behavior intervention staff to identify those students needing more social-emotional-behavior support as well as school hotspots.
  o Check In-Check Out is provided as an intervention to a group of identified students.

  • An experienced behavioral support/interventionist was added for the 2020-21 SY based on the recommendation of spring 2020 School Improvement Task Force. Key functions include crisis response when a teacher calls for assistance, scheduled intervention blocks with students identified for on-going behavior intervention, and implementation of the Anchor Room—a sensory-motor, self-regulation intervention center.

  • At the time of this review, zero **out of school suspensions** were reported for this current school year. This is a remarkable shift in behavioral referrals and disciplinary consequences for TACS. Teachers report that behavior is significantly improved in classrooms, hallways, and lunchroom. No work has been torn from the walls in the hallway. Clearly, a school cultural shift is underway.
    o A variety of explanations for this shift were offered by staff including student understanding of Covid safety concerns, strong desire in students to return to in-person learning, the slow return of students—a little at a time instead of all at once, emphasis on teaching appropriate behaviors in the classroom, support of the behavioral interventionist, a new principal with extensive behavior intervention experience, a student body now in its 4th year at TACS. The work ahead is to maintain a school culture that expects, teaches, and recognizes appropriate behavior.

  • TACS participates in the Panorama SEL assessment program and is beginning to use this data to assess safety, culture, and relationship needs. This year’s data did not show as much improvement in these areas as anticipated; however, it is hard to interpret the accuracy of these results in light of the impact of the pandemic on school.

  • A full time Educational Support Counselor (ESC) provides therapeutic counseling and social work services to TACS students and families.

  • The annual PD plan should continue to include specific professional learning for staff on foundational strategies related to early signs of agitation/triggers that could be addressed before a student escalates into crisis as well as the impact of trauma on physical, emotional, and cognitive development.

  • The ESC caseload is significant. The principal, ESC, and behavior interventionists should meet regularly to review SWISS, SRSS, and other social-emotional data to triage levels of SEB support.

  o Alternatives to direct, on-going therapy/counseling may be helpful in managing this caseload and avoiding ESC burnout.
    o CHADS Coalition offers Mentoring as an on-going “caring adult” intervention—CARES funds could used to pay for CHADS mentors
    o Places for People (Lindell Blvd) may be another resource
The ESC is provided through a MO Foundation of Health Grant in partnership with BJC Behavioral Health. This grant ends on June 30, 2021. TACS will not be continuing the BJC-Behavioral Health partnership when the grant ends on June 30. TACs plans to hire their own ESC as an ARCH employee.

- ESC identified an on-going caseload that exceeds 50 students (approximately ½ of TACS student population).
- Services are triaged—ranging from direct 1-1 therapy, small group counseling, short term crisis intervention, and social work.
- ESC assists families in locating basic resources through the BJC network of support and the community.
- SRSS assessment is conducted several times a year to help identify those students in greatest need of ESC support—however, a defined schedule and process for using this data is needed.

- Teachers reported that the Educational Support Counselor is highly responsive to student needs. There has been a lot of trauma in students’ lives this year and she works with students both in and outside of the classroom.
- All TACS staff participated in de-escalation & physical restraint training with Bruce Hunter from Character Plus in August.
- Staff expressed interest in more professional development on the impact of trauma on student learning and development. There is also interest in enhancing restorative practices as part of the disciplinary framework. Character Plus offers a number of professional development opportunities and school cohort work in these areas to member schools at a reduced cost. TACS is a Character Plus member.

**Tier 2 and Tier 3 Problem Solving Procedures**
- Grade level Tier 2 problem solving is provided in grade level meetings facilitated by the academic/behavioral interventionist and the principal. Teachers reported that this process is helpful and they know how to access support when needed.
- The academic/behavioral interventionist has designed a more formal Tier 3 problem solving process through which teachers can request more intensive support for students with chronic academic or SEB needs. This process is just starting to be implemented in the spring 2021.

**School Health/Nursing Services**

**Tier 2 and Tier 3 Problem Solving Procedures**
- As TACS begins its 5th year, implementation of a defined, multi-tiered intervention problem solving process is recognized to be a high priority. A basic framework has been designed and initiated this spring.
  - On-going training, feedback, and practice will help the team grow in effectiveness and consistency of intervention strategies.
  - MTSS procedures and documentation forms should be collected in a notebook (Google Doc) for easy access and editing as the process evolves.
• TACS has a full-time on-campus nurse provided in partnership with Children’s Hospital Healthy Kids Healthy Minds. This partnership started in 2019-20 SY with a part time nurse and has now expanded to full time. The impact of a full-time nurse on campus during the Covid pandemic and school closures cannot be over-stated.
  o School staff attributed the safe re-opening of the TACS building in October to the planning, monitoring, and consistency of the nurse in guiding staff, students, and families throughout this school year.
  o Teachers reported a high degree of trust in the school nurse among staff, kids, and parents. They follow her guidance without push back.
  o The nurse is highly visible within the school. She is outside at drop-off in the morning greeting parents, taking temperatures and talking to parents about health and safety issues.
  o The nurse maintains a “Nurse’s Corner” as part of TACS website to provide current health-related information and resources to families and staff.

• Student health records are being entered into PowerSchool. The nurse contacts parents and doctors for current immunization and medical information. Health insurance information is collected as part of the student enrollment packet.  

• Health screenings were conducted in partnership with the HKHM van and included vision, hearing, dental preventative and restorative care. Flu immunizations were provided at school.

• The school nurse provided classroom lessons on handwashing/sanitizer protocols; personal hygiene and puberty lessons are planned for older students this spring.

• The BJC partnership provides additional benefits to TACS including
  o all supplies and equipment needed to operate a school-health room
  o Consultation and resources from the nurse supervisor and other BJC HKHM medical staff.
  o Referrals to BJC social workers
  o HKHM sponsored training, events and programs

• The nurse identified several priorities for next school year
  o Assistance with MO Healthnet (Medicaid) enrollment for eligible families
  o Health and hygiene education for students
  o Immunization clinics
  o Self-care training for students with chronic health conditions—hypertension and asthma.
• The nurse stated that she feels supported and valued by TACS staff and families and by BJC.

General Compliance: Student Support Policies and Procedures
• Parent Guide to Section 504 brochure is available to parents whose children may be eligible for Section 504 supports/accommodations.
• Annual Staff Training
  o Dyslexia—2 hours of virtual PD included in opening of school PD
  o De-escalation & Physical Restraint—conducted by Bruce Hunter through Character Plus at start of the school year; 6 staff members are certified in CPI Physical Restraint.
  o Suicide and Bullying—incorporated in Safe Schools Module at beginning of the school year.
• Annual Federal Programs (Title 1) parent meeting—date not available at time of the review
• IDEA Child Find Public Notice was available for review—Federal regulations require this notice be posted in school administrative offices—this reviewer was not able to verify if this notice is currently posted.

Other Observations
• The addition of several new student support positions working with a principal with significant expertise in special education, PBIS, and in building student support systems has been transformational. ARCH appears to have come into its own with strong academic, social-emotional, behavioral, and health support services responsive to the ARCH community. As procedures are practiced and become more routine, ARCH should continue to evolve as a school where children thrive academically, socially, emotional, and in health.

General Compliance: Student Support Policies and Procedures
• The TACS website and parent handbook are under review. ARCH enrollment forms, Parent Handbook, and policies applicable to parents are not currently posted on the website. Required ESEA parental notifications and policies are not posted on the ARCH website.
  o Consideration should be given to including all required parental notifications in the parent handbook and on the website for easy access and to meet federal notification requirements:
    ▪ IDEA Child Find Public Notice (this also needs to be posted in the administrative office)
    ▪ ESEA Parent’s Right to Know, Parent Complaints, and Parent Involvement Policies
    ▪ Title 1 LEA Plan & Parent-School Compact
    ▪ FERPA & HIPPA
    ▪ Discipline Code of Conduct
    ▪ Isolation, Seclusion, and Physical Restraint Policy/procedures
    ▪ Suicide/Bullying Policy/Procedures
    ▪ Homeless/Migrant
    ▪ English Language Learner Policy and Procedures (Lau Plan)
    ▪ Dyslexia Screening Notice and Timelines (in Parent Handbook)
• ARCH does not currently have students identified as ELL and has not developed a specific plan for assessing and serving these students should one be identified.
  o A basic ELL assessment and services plan (LAU) plan should be developed now in anticipation of future student enrollment. This would ensure that a plan exists to guide responsible staff through this unfamiliar process. A sample of a basic plan that ARCH could customize for its own use can be provided by this reviewer.
• Numerous interviewees reported that ARCH is a great place to work and they intend to return next year. Staff spirit is high. Staff works together to solve problems and figure out how to make things even better. Parent relationships are stronger than ever. Teachers feel supported by administrators and each other. Students are making progress despite the challenges of the pandemic. Keep it going!