

2021 UMSL Annual Review Report - Part 1: Elements 1-8 Lafayette Preparatory Academy

Contents:

Evaluation Standards

Ten elements of school evaluation:

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NOTE:

In the Evidence columns, under Required Documents:

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

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

Element I: Vision	
Areas of strength	Areas for Growth
<ul style="list-style-type: none"> • Observations, interactions with school leaders throughout the year and all stakeholder interviews indicated that the board, administration, staff, teachers and students believe in the mission and vision for the school. <ul style="list-style-type: none"> ○ A significant strength of the vision is the school's focus on meeting the needs of the whole child: academic and social-emotional. 	

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

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

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

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

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

Areas of Strength	Areas for Growth
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- (a) Operates in best interests of students and mission
 - The board is deeply committed to the mission of Lafayette Preparatory Academy (LPA).
 - **COVID Related:** The board worked very closely with the administration from the beginning of the pandemic in March 2020 to ensure that LPA was positioned as best as possible to meet the academic and socio-emotional needs of its students and safeguard the health of students, parents, and staff.
 - The board president is dedicated to the school and works well with the Executive Director (ED).
- (b) Recruits and maintains - Diverse backgrounds and skill sets:
 - Board members bring knowledge and experience in these fields: civil law, fundraising for educational institutions, corporate law, speaker and consultant – personal and career development, engineering, and nursing.
 - The board is diverse in terms of gender and race.
- (c) Compliance with state-federal statutes and regulations:
 - To the best of UMSSL’s knowledge, LPA’s board is compliant with state and federal statutes and regulations except where specifically noted in the right-hand column of this report.
- (d) Policies:
 - The board periodically reviews policies and updates them as needed.
- (e) Strategic approach:
 - **COVID Related:** LPA postponed its strategic planning until the 2021-22 school year due to the pandemic. It will engage in this process once things return to normalcy.

- (b) Recruits and maintains - Diverse backgrounds and skill sets:
 - The board lost two board members this year. When the board fills these openings and/or expands membership, consider prioritizing new members who bring experience in school leadership or teaching.

- (f) School leader relations and evaluation:
 - Relations between the board and ED are strong; characterized by mutual respect, transparency, and collaboration to address challenges.
 - The board respects the line between school governance and administration.
 - Board and school leader interviews indicated that the board does meet with the ED to review her performance informally. *Refer to corresponding comment in the right-hand column.*

- (g) Monitoring responsibility:
 - The board monitors student academic performance through regular review of LPA's internal standardized assessments before the full board.
 - See directly below for financial oversight.
- (h) Fulfills its fiduciary responsibility
 - The board regularly reviews and monitors LPA's finances and financial operations, approves the monthly check register, adjusts the annual budget as necessary and submits and publishes the annual audit.

- (f) School leader relations and evaluation:
 - Last year, this review stated the following:
 - *ED evaluation remains an area for improvement.*
 - *The ED indicated that the Board President alone evaluates her performance.*
 - *Board interviews indicate that some members are totally unaware of the evaluation process.*
 - *The board should clearly articulate LPA's protocol for evaluating the Executive Director.*
 - *The protocol should involve more than one board member and include solicitation of feedback from school staff.*

Document review and board and school leader interviews indicated that the board made no significant progress addressing this continuing concern.

This office strongly recommends that LPA develop a strong, continuous-growth, and formal Executive Director evaluation process that clearly articulates the process in detail:

- It should include:
 - Identification of strengths and areas of growth
 - Goal and/or outcome setting
 - Timeline and means by which the board determines whether or not a goals have been met.
 - Data from confidential surveys of direct reports and other staff.
- It should involve more than one board member; preferably a board committee with final review by the entire board.

- LPA's financial position is strong.
- *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
 - The board fulfilled all of its responsibilities to UMSL's Charter Schools Office with exception noted under *Board Development and Training* in the right-hand column.

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Community Relations

- Most board members live within the school's community and several have children who currently attend or attended in the past.

Board Survey

Two members completed the survey

- Results from the board survey reveal that board members consider the following areas as strengths:
 - Resolving key strategic or policy issues

- (i) Responsibilities to UMSL
 - *Refer to comment directly below under Board Development and Training.*

Board Development and Training

- Document review and board interviews indicated that LPA does not provide a formal orientation to support onboarding of new members.
- For the past several years, no evidence has been presented to indicate that the board engages in training and development to increase knowledge and skills around school governance. Unfortunately, this has not changed. As stated in the SY19 Annual Review Report two years ago:

This is a requirement stated in LPA's contract with UMSL (Article IV, Section 4.1, Clause M).

- *Develop and execute a plan for the 2019-20 school year. Consider taking steps to increase knowledge and expertise in one or more of these areas:*
 - *School leader evaluation*
 - *Charter School Law*
 - *School finance*
 - *Student assessment*
 - *Students with special needs*
 - *Curriculum and instruction*
 - *Strengthening parent and community engagement*
 - *Strategic planning*

The board did not submit a SY21 plan. UMSL expects LPA to develop and submit a thorough plan for SY22 and then follow through on it.

Board Survey

Two members completed the survey

- UMSL expects all board members to complete the survey to gain an accurate picture of board thinking on several significant questions.
- Results from the board survey reveal that board members consider the following as areas for improvement:

<ul style="list-style-type: none"> ○ Developing the financial resources needed to support student performance and school success ○ Ensuring legal and ethical integrity 	<ul style="list-style-type: none"> ○ Strategic planning and goal setting for the school ○ Developing the financial resources needed to support student performance and school success ○ Identifying, cultivating, and integrating new board members based on the needs of the school <p>Board Organization: Committee Structure</p> <ul style="list-style-type: none"> ● Currently the board does not have any standing committees but establishes ad hoc committees for specific goals. Consider establishing a Governance Committee to address concerns cited above: <ul style="list-style-type: none"> ○ Putting a new strategic plan in place. ○ Strengthening the school leader evaluation process. ○ Developing annual board training plans. ○ Strengthening new member orientation. ○ Developing a succession plan. ○ Ensuring all members complete the UMSL Board Survey.
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III. Strong School Leadership and Operations
A transformational school leader:

Standards	Indicators	Evidence
<p>a. Invests students, parents and staff in the mission and vision of the school.</p>	<p>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.</p>	<p>Required Documents:</p> <p>Other Evidence</p> <ul style="list-style-type: none"> • School leader interview • Student, staff and parent surveys and interviews • School publications such as newsletters and announcements
<p>b. Employs a clear strategic approach to meeting the goals of improving student academic achievement</p>	<p>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</p>	<p>Required Documents:</p> <ul style="list-style-type: none"> • School Annual Calendar • Strategic plan • School Leader Mentoring Plan • School Leader Professional Development Plan • Student Assessment Plan <p>Other Evidence</p> <ul style="list-style-type: none"> • School leader interview • School leadership team interviews • Teacher interviews • Student data analysis plans
<p>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</p>	<p>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</p>	<p>Required Documents:</p> <ul style="list-style-type: none"> • Enrollment Application • Marketing/Recruitment Materials <p>Other Evidence</p> <ul style="list-style-type: none"> • School leader interview • Observation of lotteries • Enrollment and attendance data • Core data

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

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

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

Element III: School Leadership and Operations	
Areas of Strength	Areas for Growth
<p>Executive Director (ED)</p> <ul style="list-style-type: none"> • (a) Investment of others: <ul style="list-style-type: none"> ○ The ED works closely with her leadership team to: <ul style="list-style-type: none"> ▪ Ensure alignment to school priorities. ▪ Collaborate on problem solving. ▪ Keep her informed about what's going on at other levels of the school. ○ The ED's leadership approach is firmly grounded in developing leadership and self-reliance; and increasing capacity in others. ○ The ED frequently surveys stakeholders for input and feedback. ○ The ED conducts one-on-one interviews with staff to let them know she is interested in their growth goals and role development. ○ COVID Related: <ul style="list-style-type: none"> ▪ Teacher and school leader interviews indicated that the ED and her leadership team strongly supported them as they adjusted to changes brought on by the pandemic. ▪ The school made an extraordinary effort to keep families abreast of any changes that occurred due to COVID and pandemic teaching and learning. ○ Teacher interviews indicated that: 	<p>Executive Director (ED)</p>

<ul style="list-style-type: none"> ▪ School leaders strongly support them. ▪ They have a voice in the decisions that directly impact their work. ▪ They are comfortable approaching all school leaders with any concern. <ul style="list-style-type: none"> • (b) Strategic approach towards student achievement: <ul style="list-style-type: none"> ○ COVID Related: LPA prepared well for adjustments necessitated by the pandemic. This included: <ul style="list-style-type: none"> ▪ Regularly soliciting input from all stakeholders to inform decisions directly related to LPA's response to the pandemic. ▪ Providing devices and hot spots for students who needed them. ▪ Providing support and professional development to help teachers adjust instructional methods for online teaching. ▪ Making mid-course adjustments as needed to improve teaching and learning. ○ LPA approaches decision-making through processes that include: <ul style="list-style-type: none"> ▪ Data gathering to understand the full context for the decision. ▪ Thorough research to reveal alternatives. ▪ Careful deliberation of alternatives. ▪ Involvement of key stakeholders in the decision. ▪ Post-decision review that assesses the outcomes or consequences of the decision. ▪ Regular review of programs to ensure continuous growth. <p>This approach is embedded in LPA's learning culture,</p> ○ Interviews, observations and interactions with the ED indicated that she exhibits: <ul style="list-style-type: none"> ▪ Deep understanding of education and school leadership. ▪ A continuous growth mindset ▪ Strong organizational and budget-making skills. ▪ A collaborative approach to problem-solving. ▪ Sound judgement. ○ The LPA leadership team prioritizes meeting the academic and social-emotional needs of all students. <ul style="list-style-type: none"> ▪ Panorama Survey results indicated strong student social-emotional gains in spite of the pandemic. 	<ul style="list-style-type: none"> • (b) Strategic approach towards student achievement: <ul style="list-style-type: none"> ○ Teacher interviews indicated concerns about class size. Some have as many as twenty-four students, including virtual learners. At times, this strains their capacity to provide quality instruction.
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Students feel good about school and the school community. Teacher and student interviews bear this out.

- The ED's and Principal's dissertation researched key factors associated with the development of successful charter schools.
- (c) Recruitment and enrollment strategies:
 - LPA's reputation and standing ensure that for most grade levels, there are more applications than openings.
- (d) Culture building:
 - Refer to comments above.
- (e) Employment:
 - Staff retention for SY21 improved significantly over previous years. Those who left either moved out of state or elected to stay home to be with their children.
- (f) Compliance with state-federal statutes and regulations:
 - To the best of UMSL's knowledge, LPA's administration is compliant with state and federal statutes and regulations.

Principal

- (a) Investment of others:
 - The principal builds collaboration and leadership by involving staff in decision making and delegating responsibility for carrying out initiatives to others.
 - Teacher and instructional leader interviews indicate that they:
 - Feel strongly supported and get help when they ask for it. One stated: "She exhibits grace and understanding."
 - Teachers are a "tight-knit" group characterized by respect, trust and a collaborative spirit.
 - Have a voice in decisions that directly impact their work.
 - Appreciate leadership's concern about their emotional health as monitored through surveys.

- (d) Culture building:
 - Middle school teacher interviews indicated a concern that leadership often makes decisions through an early childhood/elementary school lens. One stated: "Not everything 'right' for the lower grades fits the middle school. Leaders need to be a more 'middle-school minded.'"
- (e) Employment:
 - Finding long-term substitutes is challenging.

Principal

- (b) Strategic approach towards student achievement:
 - The principal has put together a strong instructional leadership team that prioritizes development of instructional skills and follows through with:
 - Targeted professional development
 - Weekly interactions with their instructional coach, who is always available for assistance as needed.
 - PLC work that spurs collaboration for continuous improvement.
 - Related to this, PLCs analyze student data to identify gaps and adjust instruction as needed.
 - **COVID Related:** This year, the principal and her leadership team:
 - Adjusted the coaching model to be more responsive to teacher needs related to online teaching.
 - Prioritized monitoring the teaching staff's social-emotional health to ensure they received the support they needed.
 - Focused on student mastery of essential Missouri Learning Standards.
 - Provided teachers with effective online instructional tools and PD on how to use them.

- (d) Culture building:
 - The principal prioritized building a strong staff culture.
 - PLC-based curriculum and instruction support, accompanied by attention to social-emotional needs, has been effective.

Discipline

- **COVID Related:** Through February, suspension-expulsion occurrences were zero.

Communication

- **COVID Related:** Communication among stakeholders, especially with the family community, improved.
- LPA's webpage is to be commended for including links to its policies, financial documents, public notices, board agendas, Annual Performance Report (APR) and District Report Card.

Communication

- On its Public Notices Webpage, consider posting links not only to board meeting agendas, but also to approved board meeting minutes.

Operations/HR/Facilities

- The front office has departmentalized and added extra staff to help support operations, including HR.
- LPA sent home food this year with students to support virtual learners.
- LPA does not have any transportation challenges.
- Background checks are in place for all employees.
- LPA tracks teacher certification.
- LPA has expanded by adding a preschool program in collaboration with and located at St. Louis Language Immersion School.
- All required background checks are in place for hiring.
- There are no concerns with purchasing or management of cash.
- There are no concerns with teacher certification.
- Classrooms are clean and well kept.
- The physical space does not present any concerns with heating, cooling or any general services.
- Students' generally like the school lunches served.

Teacher Evaluation, Mentoring and Professional Development

- LPA's formal teacher evaluation plan is thorough and follows best practice. Teacher interviews indicated that they:
 - Set formal goals at the beginning of the school year.
 - School and instructional leaders formally observe them and provide immediate feedback.
 - Are satisfied with the process.
- LPA's robust PD plan provided activities at least three times per month throughout the school year.
 - Instructional leaders expanded PD offerings to connect teachers to resources beyond LPA.
- LPA has a strong new-teacher orientation process in place.
- **COVID Related:** School leadership provided resources and PD experiences to ensure teachers were prepared to deliver alternative methods of instruction necessitated by the pandemic.
- Teacher interviews indicated they were very satisfied with this year's PD. This includes appreciation for sessions, book studies, and PLC meetings that focused on:
 - Honing online instructional skills.
 - Sharing what works and doesn't work for online instruction.
 - Developing cultural competency.
- LPA has a mentoring plan in place for new teachers.

Operations/HR/Facilities

- **COVID Related:** Attendance monitoring has been extra challenging this year due to DESE procedures for virtual and hybrid attendance taking.

Teacher Evaluation, Mentoring and Professional Development

- Teacher interviews indicated that:
 - They'd like opportunities for off-site PD that ties to their specific focus or needs instead of whole group.
- Middle school teachers would like PD geared toward best practices for middle school curriculum and instruction.

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

	iv. Adjusts the instructional delivery model to ensure that all students have equal access to rigorous education programming.	<ul style="list-style-type: none"> • Student interviews • Online observations of synchronous classrooms.
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Element IV: Curriculum, Instruction and Assessment	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Documented Curriculum <ul style="list-style-type: none"> ○ Based on document review, LPA’s documented curriculum has made significant progress over the past several years. Some documentation is in place for all four core subjects by grade level, especially for grades 5 – 8. Many, though not all, include: <ul style="list-style-type: none"> ▪ Learning objectives ▪ Unit content ▪ Suggested pacing ▪ Available resources <p>These scopes and sequences will be very helpful for new teachers when they plan their units and lessons.</p> 	<ul style="list-style-type: none"> • Documented Curriculum <ul style="list-style-type: none"> ○ Based on document review, continue to develop the scopes and sequences. Consider focusing on the following over the next couple of years: <ul style="list-style-type: none"> ▪ To ensure alignment with Missouri Learning Standards, list/include them in each and all grade level/subject area documents. ▪ The pandemic interrupted efforts in this area, but continue to develop “overarching” cross-grade level documents for each core subject that link and align the grade levels with one another. They should include the knowledge, skills and habits of mind an eighth-grade student should have mastered upon graduation. This: <ul style="list-style-type: none"> • Clarifies for all teachers – no matter what grade level they teach – how their grade level outcomes fit into the bigger picture • Helps with alignment across grade levels. It can be used to analyze the extent to which each grade level scope and sequence advances students on the path towards the ultimate subject area outcomes. ▪ Revisit the K-4 documents to increase depth. They should resemble more closely the 5-8 documents. ▪ Put together a repository of unit lessons and unit assessments for each subject area and grade level unit that have been reviewed for alignment to unit and course outcomes. This will take time, but eventually, as teachers add their successful lessons and assessments to the site, it will become a valuable resource for unit and lesson planning for new and experienced teachers alike.

<ul style="list-style-type: none"> • (a) Curriculum alignment to vision and philosophy: <ul style="list-style-type: none"> ○ The school considers meeting social-emotional needs of students as essential to their academic success. ○ In ELA and Social Studies, instructional leaders and teachers have focused on ensuring that LPA’s curriculum takes on equity issues, including providing diverse content that reflects a variety of perspectives and cultural backgrounds. • (b) Challenging, engaging and coherent: <ul style="list-style-type: none"> ○ COVID Related: LPA’s strong academic program put it in a good position to overcome the challenge of delivering a rigorous, engaging curriculum in a virtual and/or hybrid environment. ○ COVID Related: Teacher interviews indicated great satisfaction with the online teaching resources and accompanying PD on how to use them that LPA leadership provided. ○ Observations, instructional leader and teacher interviews indicated that: <ul style="list-style-type: none"> ▪ Teachers hold students to high expectations – this did not change when the delivery model moved to online and/or hybrid. ▪ The curriculum in all four subject areas is rigorous. ▪ In general, students are engaged with the curriculum – even in online settings. <ul style="list-style-type: none"> • Teacher interviews indicated that a few students actually thrived in the online learning environment. ○ Student interviews indicated that they like the projects and “cool things” they get to do at LPA. ○ Reading instruction centers around authentic reading using novels in literature circles and guided reading for the younger grades. ○ Internal iReady assessment data indicated LPA students have made significant academic growth through winter. ○ The PE teacher has managed to adapt the pandemic restrictions by creating units that work with little or no equipment such as jump rope, yoga, dance, and fitness. • Student Assessment Plan <ul style="list-style-type: none"> ○ LPA has in place a schoolwide assessment plan that: 	<ul style="list-style-type: none"> • (a) Curriculum alignment to vision and philosophy: <ul style="list-style-type: none"> ○ Teacher interviews indicate that some would like to see less worksheet-driven instruction. • (b) Challenging, engaging and coherent: <ul style="list-style-type: none"> ○ Teacher and instructional leader interviews indicate that: <ul style="list-style-type: none"> ▪ The K-3 writing program needs strengthening. ▪ Teachers would like more support for phonics instruction. <i>Making Meaning</i> and <i>Being a Writer</i> do not have phonics components. ▪ The Singapore math program is rigorous for students, but new teachers can find it very challenging to master. <ul style="list-style-type: none"> • Due to varying programs in use from K through 8, the math curriculum needs more alignment. ▪ The middle school social studies curriculum needs greater alignment across grades. ○ COVID Related: Classroom observations, teacher and school leader interviews indicated that: <ul style="list-style-type: none"> ▪ Online learning is not as enriching as in person. One stated: “So much learning happens organically and spontaneously... all those micro learning moments are not there.” ▪ Some students who were behind prior to the pandemic are still behind and their learning gaps have widened. ▪ For some teachers, it has been a struggle to get all students regularly attending and engaged online. LPA has made every effort to get students more involved. <ul style="list-style-type: none"> • A major challenge LPA will face is how to support these students’ academic and social-emotional needs if and when they return to school.
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| <ul style="list-style-type: none">▪ Tracks student growth throughout the year utilizing diagnostic and end of unit assessments aligned to MLS standards; and nationally normed computer adaptive assessments (iReady) administered in Fall, Winter and Spring.▪ Provides data to inform teacher planning to address learning gaps at the individual student level. | |
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V. Empowering Culture of Achievement A transformational school:		
Standard	Indicators	Evidence
a. Supports students in a safe, healthy, and nurturing environment that invests them in achievement, builds character, increases responsibility, fosters inclusion and inspires joy.	i. Creates a school environment conducive to learning and growth. ii. Maintains a safe school environment free of violence and the threat of violence. iii. Implements processes to promote student health and wellness. iv. Ensures that students feel supported and respected by teachers and staff. v. Communicates and consistently implements a comprehensive student discipline policy that complies with the Missouri Safe School Act and the requirements of the Individuals with Disabilities Education Act.	Required Documents:
		Other Evidence <ul style="list-style-type: none"> • Onsite observations • Parent surveys and interviews • Student surveys and interviews • Staff surveys interviews • Student support staff interviews (Counselors, nurses, social workers, School Psychologists) • Parent complaint/grievance records • Discipline, suspension and/or expulsion data
COVID-19 RELATED		
b. Plans and implements processes and procedures to reduce COVID-19 transmission.	i. Follows current safety guidelines and government health agency mandates related to COVID-19. ii. Implements multiple COVID-19 mitigation strategies in ways that are developmentally appropriate for students, teachers and staff. iii. Educates students about COVID-19 disease prevention.	Documents <ul style="list-style-type: none"> • AMI, AMI-X and reopening plans
		Other Evidence <ul style="list-style-type: none"> • School leader interview • Parent surveys and interviews • Student surveys and interviews • Staff surveys interviews • Student support staff interviews (Counselors, nurses, social workers, School Psychologists)

Element V: Culture of Achievement	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • Every teacher and school leader interview cited LPA's commitment to the whole child, meeting specific needs of each student, and building a strong community as key strengths: <ul style="list-style-type: none"> ○ They also indicated the culture: <ul style="list-style-type: none"> ▪ Reflects a strong sense of community. ▪ Is very friendly and supportive. ▪ Is fun. 	

<ul style="list-style-type: none">▪ Is collaborative.▪ Is aligned with the school's vision.• The school operates as a very caring community where everyone knows everyone by name.• Student interviews indicated:<ul style="list-style-type: none">○ LPA is a strong, positive community.○ They feel very safe at school.○ Everyone is treated fairly.○ They have not seen and are unaware of any bullying at LPA.	
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VI. Transformational Teachers A transformational teacher:		
Standard	Indicator	Evidence
a. Understands and believes in the vision and innovative identity of the school.	i. Develops an ambitious, measurable and inspiring course vision and goals aligned to the school's vision and innovative identity. ii. Provides students with a clear picture of what reaching the vision and goals looks like.	Required Documents:
		Other Evidence <ul style="list-style-type: none"> Teacher and student surveys and interviews Classroom observations
b. Takes responsibility for investing students in reaching their academic and personal growth goals.	i. Believes that all students can learn. ii. Holds high expectations for all students iii. Inspires and motivates students to reach the vision and goals. iv. Builds a strong culture of achievement where the classroom environment is conducive to learning and growing. v. Builds strong, trusting relationships with students and their families. vi. Is passionate about the content of the curriculum and conveys that passion to students.	Required Documents:
		Other Evidence <ul style="list-style-type: none"> Teacher surveys and interviews Classroom observations Student and parent surveys and interviews Course scope and sequence, unit and lesson plans
c. Develops and/or implements curriculum that is strongly aligned to student academic achievement and personal growth goals	i. Designs a course scope and sequence that is tightly aligned to the vision and goals. ii. Designs a course that engages students in both critical thinking and meaningful discourse around enduring understandings and essential questions. iii. Designs units and lessons that: <ul style="list-style-type: none"> a) Are tightly aligned to course learning objectives and desired student outcomes. b) Build on what students already know and do and provide the scaffolding they need to reach the level of success commensurate with the vision and goals. c) Engage students with thought-provoking and ambiguous texts/materials that challenge their thinking and feelings. d) Give students opportunities to conduct research to answer a question, explore and take a stand on an issue, or develop solutions to a problem. e) Use writing to communicate their reflections and understandings f) Incorporate a variety of teaching methods that meet the needs of diverse student learning styles 	Required Documents:
		Other Evidence <ul style="list-style-type: none"> School leader/Curriculum leader interview Teacher surveys and interviews Classroom observations Course scope and sequence, unit and lesson plans Assessment plans/performance tracking systems Student performance data (including state, formative and internal benchmark assessments)

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

<p>Element VI: Teachers</p>	
<p>Areas of Strength</p>	<p>Areas for Growth</p>
<ul style="list-style-type: none"> (a) Belief in the vision: <ul style="list-style-type: none"> Teacher and leader interviews indicated teachers deeply believe in LPA's vision and mission. They enjoy working at LPA. 	<ul style="list-style-type: none"> (a) Belief in the vision: <ul style="list-style-type: none"> School leader interviews indicated there's room for growth in teacher mindsets around resilience, independence and self-agency.

<ul style="list-style-type: none"> ○ School leader interviews indicated that teachers are committed to self-improvement. • (b) Student investment: <ul style="list-style-type: none"> ○ Classroom observations of online lessons indicated that most students were paying attention and engaging with the lesson. ○ School leader interviews indicated that teachers hold high expectations for students. ○ Student interviews indicated that their teachers: <ul style="list-style-type: none"> ▪ Are very understanding; including awareness of individual student learning styles. ▪ Are very adaptive. ▪ Provide help when they need it. ▪ Treat everyone fairly. “No one gets special treatment.” ▪ Make sure that students are kind and respectful to each other. • (c) Curriculum development and implementation: <ul style="list-style-type: none"> ○ Through PLCs, teachers collaborate with instructional leaders in developing grade-level scopes and sequences and unit plans. <i>Refer to comment in the right-hand column under the same sub-head.</i> • (d) Instructional practice: <ul style="list-style-type: none"> ○ COVID Related: Virtual classroom observations indicated that: <ul style="list-style-type: none"> ▪ Some lessons pushed student thinking skills. ▪ Teachers were effective in using the applications they rely on to teach virtually. ▪ Create opportunities for small group instruction through scheduling and breakout rooms. ▪ In general, students were engaged in the lessons. ○ COVID Related: Student interviews indicated that when LPA had to switch to 100% virtual in March 2020, no one was prepared. After spring break, the teachers made good adjustments. They stated: <ul style="list-style-type: none"> ▪ “They made it more like a normal school. It was very impressive! They’re doing a great job.” ▪ “They give us an appropriate amount of work.” ▪ “I am learning what I need to learn.” 	<ul style="list-style-type: none"> • (c) Curriculum development and implementation: <ul style="list-style-type: none"> ○ COVID Related: Adjustments necessitated by the pandemic led LPA to decrease the priority given to developing grade-level scopes and sequences and unit plans. • (d) Instructional practice: <ul style="list-style-type: none"> ○ COVID Related: Middle School teacher interviews indicated that it has been a struggle to maintain a hands-on learning approach when students are virtual. It has been harder to keep them engaged when the lessons are not as interactive.
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- (e) Student progress-tracking:
 - Teacher interviews indicated that they utilize both formal and informal assessments – including iReady data, assignment and data trackers, daily exit tickets, and one-on-one student meetings to:
 - Track progress
 - Differentiate learning goals and instruction
 - Group students and offer targeted intervention.
 - Share student progress with parents and students.
 - Student interviews indicated they are aware of their learning goals and progress. Their assignments and assessments are always connected back to goals.

VII. Engaged Parents and Community A transformational school:		
Standard	Indicator	Evidence
a. Engages parents and community stakeholders in the vision and mission of the school	i. Develops and implements an effective communications plan consistently engaging the community in becoming educated regarding quality education and developing support for their charter school	Documents Other Evidence <ul style="list-style-type: none"> • Parent interviews • Parent and community communication/involvement plan • Data on parent and community participation in school events • Parent-teacher contact data • Newsletters and other communications • Parent survey data • Board meeting agendas, notices, minutes and supporting documentation
	ii. Ensures the active engagement of administrators, board members, parents, and staff in communication and outreach planning and implementation	
iii. Communicates and engages all stakeholders in the mission and vision of the school		
iv. Involves students, parents, and community members as part of the school's support system.		
v. Fosters strong relationships between school staff and parents.		
b. Seeks input from relevant, critical, impacted stakeholders	i. Establishes regular opportunities and methods of communication among the stakeholders, administration, and the board	
	ii. Conducts its meetings regularly and in an open, organized, and effective manner	
	iii. Operates within the requirements of the Missouri Sunshine Law ensuring board meeting agendas and meeting minutes are posted in a timely manner for broad public review and all state non-profit requirements are met	
COVID-19 RELATED		
c. Addresses ramifications of COVID-19 on school's capacity to engage and seek input from parents and community members.	i. Collaborates with families in decisions driven by COVID-19 that directly impact their children's access to learning.	Documents <ul style="list-style-type: none"> • School leader board reports
	ii. Provides frequent opportunities for families to give feedback.	
iii. Ensures that all families have access to the school's distant learning platforms.	Other Evidence <ul style="list-style-type: none"> • Parent surveys and interviews • School leader interviews 	

Element VII: Parents and Community

- (a) Parent and community engagement:
 - **COVID Related:** Teacher and school leader interviews indicate that due, in part, to the pandemic, overall communication and relationships with parents and families has increased and improved. Parents are more aware of their children’s curriculum content and specific assignments.
 - Teachers communicate regularly via weekly email check-ins, class websites, Class DoJo, phone calls, and zoom meetings.

- (b) Input from stakeholders:
 - COVID Related: LPA continually reached out to parents for feedback to inform pandemic related schooling decisions.
 - The ED interview indicated that input from parent and community stakeholders has never been greater.

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

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

Element VIII: Student Support System	
Areas of Strength	Areas for Growth
<ul style="list-style-type: none"> • The Panorama Survey indicated strong gains in the area of meeting the social-emotional needs of students. 	<ul style="list-style-type: none"> • Teacher interviews indicated concern that the SPED team could use more capacity to collaborate more with classroom teachers.
Dr. Thurma DeLoach's Review	
Leadership <ul style="list-style-type: none"> • LPA is completing its eighth year as a public charter school. Administrative leadership has been remarkably stable. Student support systems are important to the operation of LPA and are well supported. Teachers, grade level teams, specialists, and Positive Support Teams recognize their responsibility to meet students where they are and to provide the supports that will enable each student to thrive. Despite the challenges of virtual instruction and Covid safety concerns, individual student needs were closely monitored and supports provided quickly when slippage was observed. 	Leadership <ul style="list-style-type: none"> • Keep doing what you are doing!

- Multiple staff members identified LPA's student support services as a strength. Support services are in place for virtually all student needs including:
 - Special education referral, evaluation, services, and continuum of placements
 - Section 504 referral, identification, and accommodation plans
 - ELL identification, assessment, and language immersion supports (PD provided by the literacy specialists and special education director)
 - Dyslexia screening and reading support/intervention
 - Math intervention and coaching support
 - Mental health screening, referral, and embedded mental health services—classroom, small group and individual therapy
 - Grade-level Positive Student Support and Building-level Leadership teams for planning academic and social-emotional-behavioral supports and intervention.
 - Building leadership team meets every other week and includes the special education director and literacy specialist.
- Staff continue to appreciate the positive, collaborative culture at LPA. They are happy to be teaching here and feel well supported when students have special needs.
- LPA leadership prepared well in advance for the possibility of school closures due to the Covid-19 pandemic. Late spring and summer were used to create a comprehensive, detailed plan for Covid safety in the fall. A task force of staff and parents was convened to plan for the return to in-person instruction. Regular meetings with the St. Louis City Department of Health and BJC Children's Hospital provided specific input into the planning. Town hall meetings for feedback were held in the summer as the team finetuned the plan.
 - Primary (K-3) students and students with IEPs or other high support needs were the first to return to in-person instruction in October. Approximately half chose to stay virtual and slowly trickled back to in person.
 - Grades 4-8 returned in January with some students continuing with virtual instruction. Approximately 60% of LPA students were in person after spring break.
 - Staff reported feeling safe at LPA when they returned to in-person instruction.
 - No cases of Covid spread have been traced to LPA this school year.

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. LPA developed its own customized dyslexia screening tools based on the DESE Dyslexia Task Force recommendations. LPA adapted its process to work virtually prior to the start of school for grades 1 and 2 and used Zoom break out rooms for 1-1 screening after school started for upper grades. Winter screening was in person for on-campus students and through Zoom for those still attending virtually. IREADY was used for initial screening in grades 2-8 with additional assessments for students identified through IREADY.
 - Teacher assistants and the literacy specialist/coach conducted screening procedures.
 - Data was organized into grade level folders and discussed with teachers during grade level and coaching meetings.
 - Class-wide, small group and individual interventions were identified in the grade level Positive Support Team (PST) meetings. The special education director organized the intervention schedules based on PST plans.
 - The literacy specialist notified parents of screening results and intervention plans.
 - Teachers are responsible for class-wide and intensified guided reading intervention groups; Teacher assistants are responsible for SPIRE and Leveled Literacy Intervention (LLI). The literacy specialist trains the TAs to provide these interventions.
- All instructional staff were trained on the dyslexia screening process and the characteristics and fundamental principles of dyslexia intervention as part of the Summer Professional Learning Institute.
- In prior years, the literacy specialist/instructional coach's role was to coach classroom teachers/TAs and provide intervention to the most challenged readers. This school year, she was assigned to teach 4th grade ELA half time and only had a few hours a day to coach or provide direct intervention. She will return to a full-time literacy coach/intervention specialist role for the 2021-22 SY.
- The literacy specialist and the elementary special education teacher are planning to participate in LETRS training this summer through a DESE grant. LETRS (Language Essentials for Teachers of Reading and Spelling) provides research-based, high quality professional development (graduate level content) for practicing literacy teachers. It incorporates current research on how children learn to read and the essential components of reading instruction for all children, especially those with reading difficulty.

Dyslexia Screening and Intervention Support

- Communication about dyslexia screening results appears to have been less effective this year than in prior years. This is likely due to the overall challenges of communicating primarily through email or Zoom meetings instead of in-person. Although classroom teachers were aware of the dyslexia screening process this year, they reported being less aware of specific students identified as at risk for reading challenges. One teacher stated she did not receive the screening results and did not know which of her students were identified as at risk through the screening process.
 - With the return to in-person instruction and full-time literacy coaching in the 2021-22 school year, communication is expected to return to pre-Covid effectiveness.
- The literacy specialist did not routinely participate in PST meetings this year because of her dual responsibilities for teaching 4th grade ELA and coaching. As LPA returns to in-person PST meetings for the new school year, the literacy specialist's role as the lead for the review of grade-level screening data, identification of individual at-risk students and specific interventions (class-wide, small group, and individual) is planned.
- Due to the challenges of finding substitute teachers during Covid restrictions, TAs were used as substitute teachers. Intervention could not be provided when a TA was pulled to be a teacher substitute. As LPA returns to pre-Covid operations, intervention schedules should be protected as much as practicable.

- LETRS training will provide a *science of reading* foundation that emphasizes the critical role of phonemic awareness and phonics in the development of reading proficiency in all learners.

Student Positive Support Team (PST)—Tier 2 problem solving teams

- The elementary and middle school deans facilitate Positive Support Teams for their assigned grade levels. The primary focus of PST is to ensure the performance of all students is monitored continually so that no student slips through the cracks.
- Grade level PST teams meet virtually every other week. PST during the virtual fall semester focused on identifying students who were not attending or not engaged during virtual lessons. Deans worked with classroom teachers to identify those students who were struggling and contacted parents daily about observed needs. This immediate attention and outreach to parents was effective in helping students get back on track with virtual instruction.
 - The Deans create meeting agendas and organize student data for review and discussion. Teachers are responsible for updating academic and other data prior to the meetings.
 - The elementary and middle school teams have developed their own unique styles and meeting procedures.
 - KG-4th grade team agendas start with a check in and mini-lesson on adult self-care before students are discussed. Teacher resiliency and growth mindset are common themes.
 - KG-4th grade In-house resources have been organized into a RTI visual map for the PST.
 - 5th-8th grade team agendas include a five-minute individual teacher data review to identify students of highest priority for discussion. This dedicated time for private reflection helps ensure that all teachers have a voice in identifying students for discussion.
 - Identified strategies for supporting student needs are documented in Google doc notes. Parent contact is frequently recommended. Strategies are reviewed/updated in future meetings.
 - The special education director is responsible for creating the schedule for intervention supports identified by the PST. Her current process is labor intensive. Time will be dedicated over the summer to streamlining this process.
 - Referral for special education and other student support services are initiated through the PST process. Staff reported

Student Positive Support Team—Tier 2 problem solving teams

- Efforts to grow/enhance the PST process during virtual and hybrid schooling have been challenging. Data collected virtually may not be reliable and social emotional needs may be less apparent when students are not in person. Despite these challenges, the PST process was maintained and students benefitted from the supports provided. Observations and discussions with staff indicate a few areas for improvement moving forward. Consider the following:
 - PST data review and updating is an important but labor-intensive process. A data dashboard system specifically designed for identifying off-track students, setting goals, and monitoring progress, such as *EduClimber*, could simplify the data review process.
 - *IReady and Panorama* provide basic data for identifying students off track academically and socially-emotionally. Adding Dyslexia screening and Student Risk Screening Scale (SRSS) data to the dashboard would help the team target specific reading and social-emotional-behavioral intervention needs—at both the elementary and middle school level.
 - PST observations showed that a significant amount of time is spent talking about the problem instead of identifying goals for improvement and classroom interventions specific to that goal. Training the PST leaders on setting specific improvement (SMART) goals, selecting appropriate data indicators, and evidence-based strategies could help the current PST evolve from discussion-based problem solving into a *Response to Intervention* process.
- PST participants in meetings observed this spring included the dean and grade level teachers. In prior years, student support staff (literacy and math coaches, counselors, special ed director) routinely attended the PST meetings. There may have been scheduling conflicts that precluded their participation in these observed meetings. The regular participation of these specialists helps the PST quickly match students with appropriate level of intervention (tier 1, 2 or 3).
- Both deans indicated interest in adding more evidence-based interventions to the current set of In-house interventions. The current RTI menu compiled by the KG-4 PST is a good beginning. The intervention resource guide developed by the Boone County Mental

the PST process is effective in identifying those students who may have a disability.

- LPA leadership identified the PST process as an LPA strength. Teachers reported that the PST process is effective in connecting students with needed supports.

Social-Emotional-Behavioral (SEB) Learning, Supports, Services

- Social-emotional learning (SEL) continues to be a high priority in the LPA culture. This was even more apparent in LPAs approach to student & staff mental health during school closures and Covid concerns. This year's theme was resilience—teaching students and supporting staff strategies to stay steady despite the many challenges of the school year. Staff interviews included appreciation for the numerous supports provided for them, students and families throughout the school year. Staff shared that the mental health resources and supports provided at LPA greatly exceed any previously experienced at other schools.
 - PST meetings held every two weeks started with a mental wellness check in with grade level teachers.
 - The counseling staff offered individual check ins to teachers as needed.
- An unexpected benefit of virtual instruction was a noticeable strengthening of relationships with parents. Teachers were in contact with parents almost every day—following up individually if they observed a student struggling or not logging in for class. LPA has always expected staff to focus on building relationships with students and this increased attention as a result of virtual instruction provided an avenue to enhance relationships with parents even further.
- *Panorama* surveys and intervention tools are used to regularly assess student mental health and school culture. This data is used by the grade level PSTs for grade level problem solving. Despite the challenges of Covid and school closures, *Panorama* provided feedback that LPA students are feeling emotionally supported and safe beyond that reported by other schools (based on *Panorama's* internal national_data review).
- LPA deans reported that discipline and disruptive behaviors have not been a concern this year. Student needs are more internalized, emotionally based rather than externalized disruption—trauma response to grief and loss, anxiety or stress about separating from family.

Health Collaborative is an excellent example of wide range of Tier 2 and 3 interventions.

- Observation of problem-solving teams at sister charter schools could provide other models of the problem-solving process as well as documentation, intervention, and progress monitoring tools.

Social-Emotional-Behavioral (SEB) Learning, Supports, Services

- The school counselor will not be returning to LPA for the 2021-22 school year. This position has been re-vamped for a part time guidance counselor and part time special education teacher—addressing the need for additional special education staffing. The current BHJC-BH ESC has been hired as an LPA employee. Staff interviews indicated concern about losing the full-time school counselor. Increased social emotional and mental health needs are anticipated as students return to in-person learning in the fall. Locating a person with the skill set required for this combined role could prove challenging.
- In prior years, the SRSS (*Student Risk Screening Scale*) was used to identify students at risk for internalizing and externalizing mental health needs. It was not used school-wide this year because of school closures and the gradual return of students to in-person learning. The middle school dean expressed interest in using the SRSS as an additional screener to supplement *Panorama* surveys. The SRSS is a free, highly researched, teacher survey that provides immediate data on students perceived to be at risk for mental health concerns. The ESC and special education director have a well-organized system for administering the SRSS and used this data in prior years to identify students who otherwise might slip under the radar. Consider the following:
 - Including the SRSS in the annual screening calendar and using this data in combination with *Panorama* and other office referral data would provide reliable screening and progress monitoring data for both the elementary and middle school PSTs.
- In addition to the *Brain Wise* SEL program, LPA could also consider *2nd Step*. *2nd Step* is an evidence-based program readily based on the CASEL (Collaborative for Academic, Social, Emotional Learning) framework for SEL development. Grade level lessons are aligned Kg-grade 8. Classroom teachers typically implement *2nd Step* as part of morning meetings once per week.

- When discipline issues occurred, the deans used these events to work directly with parents on how to support/coach their children from home.
 - Counselors focused on trauma and anxiety counseling (cognitive-behavioral therapy to reduce negative self-talk) and teaching self-regulation strategies.
- The Educational Support Counselor (ESC) and school counselor function as a collaborative mental health triage team. Both counselors work closely with the elementary and middle school deans—sharing “*need to know*” information so others can provide appropriate student support as necessary. They typically participate as members of the PST and assist the grade level teams identify supports for students experiencing some type of mental health need.
 - Full time school counselor (licensed professional counselor--doctoral degree) provides classroom counseling lessons and small group counseling. The MO Model Guidance Framework is the basis for classroom guidance.
 - Full time ESC (licensed clinical social worker provided in partnership with BJC-Behavioral Health) provides individual and small group counseling, social skill & friendship groups and family outreach/support. Her caseload focuses on those students identified at the highest risk (individualized, therapeutic Tier 3 supports).
- During school closures, the counselor and ESC provided weekly lessons and other mental health resources virtually and on the LPA website. They also offered a parent support hour each week during the fall semester that was well attended. They used this time to coach parents on signs of distress in children and to share information about Covid safety. The counseling team offered individual counseling time to parents during the school year upon request.
- The counseling team offered several mental health workshops to teachers this year including topics related to trauma, anxiety, suicide. In recognition of the stress teachers experienced this year, 1-1 check ins and stress support sessions at school were available to teachers upon request.
- Numerous additional social-emotional learning supports are available at LPA:
 - Mindfulness and classroom yoga are incorporated into the classroom practices of some teachers.
 - In-class sensory supports are typically available in the classrooms; however, due to Covid restrictions and cleaning requirements for sensory tools, these were not as available as in prior years (e.g., alternative seating, noise reducing

headphones, weighted lap pads, Zones of Regulation, Sensory & Motor breaks facilitated by IAs (trained by the Special Education Director). Plans are in place to return these in-class supports to pre-Covid levels.

- The Signs of Suicide (SOS) program is implemented in middle school classrooms through a partnership with CHADS (Coalition Healing Adolescent Depression and Suicide). SOS was provided virtually this year and counselors reported strong student engagement and follow up.
- A Behavior Support/Sensory Motor Break area is available at school. The special education director facilitates this center; Check In Check Out is an evidence-based behavioral intervention offered to individual students through this center.
- Staff receive weekly emails from the counseling team containing strategies for developing resilience and supporting student mental health needs.
- Counseling and administrative staff expressed interest in implementing a schoolwide SEL program. Brain Wise is being considered for KG through grade 4 in the upcoming school year. Panorama intervention resources are used when appropriate.
- Staff report a strong school-wide focus on supporting the emotional health of students and staff. LPA's leadership team consistently identifies social-emotional learning and behavioral support as a priority expectation.

Special Education (SE) Services and Procedures

- The Director of Special Education has been in this role at LPA for eight years. This consistency of leadership has served LPA well. The special education program has continued to evolve each year and is considered by LPA staff to be a strength.
 - The special education director is knowledgeable of compliance requirements, seeks guidance when in doubt and routinely monitors compliance documentation and timelines. A special education compliance check list is used to help teachers stay on track with compliance timelines and documentation.
 - Other responsibilities of the director include:
 - coordination of all special education referrals and evaluations with a private agency used for evaluation
 - case management of speech only IEPs
 - monitoring of all re-evaluation dates and timelines
 - replacement (adapted) science instruction for students with severe learning challenges

Special Education (SE) Services and Procedures

- Monthly special education department meetings are not routinely scheduled. SE teachers reported sometimes being uncertain when they are to take the lead on certain things and when the director will do this. As the department grows, consider the following:
 - Scheduling dedicated time each month to meet as a department with a discussion agenda on specific special education issues and systems. This will help ensure communication and expectations are clear to everyone.
 - Creating a monthly To Do calendar that identifies all special education tasks to be completed by the teachers. This could provide an effective way for keeping everyone on track with due dates and clarity as to who is doing what.
- The Red Folder information that routinely goes to classroom teachers at the start of the school year with critical IEP and other student information was not provided this year. Teachers stated the prior Red Folder system provided useful information and they would like for it to be re-instated.

<ul style="list-style-type: none"> <ul style="list-style-type: none"> ▪ coordination/programming of behavior & sensory motor support center ▪ Summer reading intervention ○ Student support responsibilities beyond special education include: <ul style="list-style-type: none"> ▪ coordination of ELL, Section 504 ▪ immunization compliance and individual health support plans ▪ scheduling vision/hearing screenings ▪ coordination/scheduling of interventions planned by the PST. • The shift to virtual instruction for students with IEPs during school closures was well coordinated. Form Gs (the planning form for providing IEP services during school closures) were completed virtually with parents by the first week of school. Teachers reported the planning process helped to prioritize essential goals/services and through these discussions, individual family needs were accommodated. Teachers reported these discussions actually enhanced relationships with parents and allowed teachers to be more supportive and responsive to family needs. <ul style="list-style-type: none"> ○ Teachers reported student engagement to be good during virtual sessions. Observation of virtual lessons confirmed this. ○ Opportunities to participate in person were available for students for whom virtual instruction was not effective. ○ Teachers reported that students made some progress during virtual instruction but progress improved upon the return to in-person learning. Some students did better virtually than in person. • Two certified special education teachers are on staff and are generally assigned to K-4 and 5-8 grade levels. Both teachers provide in-person and virtual instruction. <ul style="list-style-type: none"> ○ K-4 in-person services are primarily provided as 1-1 pull-out in K-4. ○ Middle school is primarily within the general ed classroom. ○ Covid safety procedures prevent teachers from mixing students from different grades/classrooms. • Despite being a small special education team, teachers are flexibly scheduled to meet the individual needs of students—including several students with significant special education service minutes. • Teachers are responsible for developing and monitoring their own caseload IEPs. IEP goals are based on MO Learning Standards and Grade-level expectations. Teachers monitor student progress on IEP goals through classroom work and teacher made assessments. 	<ul style="list-style-type: none"> • The anticipated middle school caseload will be 31 next school year and includes two middle school students who require an alternative functional curriculum and significant time in the special education setting. Middle school classroom teachers expressed concern that SE staffing would not be adequate to provide co-teaching/push-in services to the extent needed. Consider the following: <ul style="list-style-type: none"> ○ Although an additional ½ time teacher is planned for the upcoming school year, this may not be sufficient staffing to provide appropriate services across all grade levels. Additional staffing may be needed to support push-in or co-teaching at the middle school level, especially. • Only one 8th grade student is transitioning to high school next fall and the current middle school SE teacher is engaged in facilitating this transition. Special education transition planning typically starts in grade 7/8 so that general goals and transition activities are identified early. <ul style="list-style-type: none"> ○ With a new middle school special education teacher joining LPA in the fall, consideration should be given to sending this person and the special education director to the DESE sponsored transition institute. This will be offered virtually and without charge this summer.
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- SPIRE and Leveled Literacy Intervention (LLI) are used for reading intervention. Singapore Math, the classroom math program, is modified for specialized math instruction.
 - The K-4 special education teacher is scheduled for LETRS training this summer. Infusion of LETRS principles will significantly enhance specialized instruction in reading and spelling.
- Students are referred for special education evaluation by the Positive Support Team or by the School Leadership team. Staff believe that these systems appropriately identify students who should be evaluated for special education eligibility.
- Special education evaluation is provided by contract with a private agency. All assessments were scheduled for in-person administration. No virtual assessments were used to determine eligibility for special education.
- Occupational therapy and speech-language therapy are provided by contract with a private agency. The LPA special education team is satisfied with the services provided by the contracted agency.
- IEP-based Mental health/counseling are provided by the LPA counselor or Educational Support Counselor.
- Special and general education teachers collaborate through email and during common plan periods bi-weekly. Multiple staff members identified general/special education collaboration and relationships as a strength.
- Middle school teams view co-teaching/push in support to be most appropriate service model for middle school services. The special education teacher is considered an essential member of the middle school instructional teams.
- LPA is part of an early childhood collaborative pre-school (Pre-K) with St. Louis Language Immersion School (SLLIS) and Lift for Life. This pre-school serves as a feeder program for LPA kindergarten. It is housed on the SLLIS campus and is operated by South City Early Childhood Center. Early Childhood Special Education (ECSE) services are provided to all eligible students attending the center. The LPA special education director will participate in and monitor evaluation and IEP activities for any student enrolled in the program as a future LPA student.
- *SpedTrack*, a special education data management program, is used to document and monitor evaluations and IEPs. The team reports this is working effectively.

- Medicaid is billed for School District Administrative Claims (SDAC) and direct OT and SLP services. Medicaid reimbursement for mental health therapy has not yet been accessed.
- Administration plans to hire an additional teacher for ½ special education and ½ time classroom guidance/counseling.
- LPA went through DESE Self-Assessment in the 2018-19 SY and DESE found the school to be in compliance in all areas monitored. LPA will go through DESE Self-Assessment again in the 2021-22 SY. This reviewer was not able to review student files this spring because of Covid restrictions; however, no compliance concerns are anticipated.

General Compliance: Policies and Procedures for Student Support Services

- The LPA Parent Handbook contains all required parental notifications and relevant board policies. The handbook is posted on the LPA website and is readily available to parents and others in the LPA community
 - ESEA and Title 1 policies including: Parental Complaints, Parent Engagement, and School-Parent Compact, Homeless, ELL, and Migrant.
 - FERPA Policy
 - Dyslexia requirements and process
- Special Education Child Find and Local Compliance Plan for Special Education are posted on the LPA Website. This reviewer was not able to confirm posting in the LPA administrative offices.
- LPA enrollment form includes prompts for parent identification of special needs
 - Home Language Survey for ELL
 - Migrant identification
 - Homeless Identification
 - Special Education, Section 504 and other medical or health related issues
 - Health Insurance information
- Title 1 parent meetings
 - Program Review 9/10/20
 - Assessment Review 4/08/21
- Annual required staff training included:
 - Suicide and Bullying Prevention/Intervention Policy and Procedures—8/06/2020
 - De-escalation and Physical Restraint Policy and Procedures—8/04/2020

- Dyslexia Training (minimum of 2 hours annually)—8/12/2020

Other

- The special education director monitors enrollment for ELL referrals and is responsible for the WIDA screening and ACCESS assessments. An immersion model is used and teachers provide modifications to address limited English-speaking proficiency. The current ELL student count is 22. Enrollment of siblings of other students indicate ELL enrollment will exceed 25 in the 2021-22 SY. Consider the following:
 - Classroom teachers reported the need for more direct support for these students and more targeted professional development on ELL needs/strategies.
- LPA annually considers the need to hire a school nurse to provide and direct student health services. As of this review, other important funding priorities have taken precedence. Several interviews indicated staff believe a nurse could be an important addition to LPA student support services. Consider the following:
 - Should funding become available in the future, Children's Hospital, Healthy Kids Healthy Minds is a potential partner for embedded health services.
- After a year of virtual, hybrid, and in-person classrooms, LPA expectations for universal classroom routines & fundamentals may need to be reviewed with new and returning staff--perhaps as part of the Summer Learning Institute.