

Introduction

Context

When the charter movement began in Missouri a small group of concerned citizens gathered to form the Board of St. Louis Charter School (SLCS). Citizens were gathered from charter school supporters. This group was able to form a Board and worked with a management company to write a charter. The charter was granted by the Missouri Department of Elementary and Secondary Education in the fall of 1999. SLCS began hiring personnel with a plan to open in the fall of 2000.

Property for the school was leased from the state through a second party. Plans were drawn and renovations began on the school in July of 2000. In September 2000, SLCS opened its doors with approximately 525 students in grades Kindergarten through six. The School expanded very quickly and reached full enrollment during the first year.

By the fall of 2001 the school was opening with a partial renovation to a second building. In addition, the enrollment grew to nearly 800 students as one class was added to each grade level and the sixth grade students from the first year created a new seventh grade class.

In the fall of 2002, the remaining half of the second building (now the Elementary School Building) had been renovated and was ready to open. SLCS continued to grow by adding eighth grade and adding the fifth class to the upper grade levels. This brought the total target enrollment to 930 students in grades K-8.

From the fall of 2002 through 2008 SLCS continued with an enrollment of 930 students in grades K-8. A third small building was also renovated to house the kindergarten classes. In the fall of 2013 the school changed its name to Premier Charter School. During the winter of 2017-18, the board was able to negotiate the purchase of the 20 acre lot and five buildings where Premier Charter School operates. In Fall of 2018, the school enrolled the first two Pre-Kindergarten classes. Currently, the school consists of over 900 students PK-8 and is proud to offer on-site day care services for the children of team members.

The founding team of PCS held a strong belief in the importance of providing an option grounded in the theory of whole child education for the families of the city of St. Louis. What started out as a vision for student opportunities has developed into an amazing school rich in culture and character while holding strong beliefs in the power of students to make a difference in the world. Research supports the importance of learning as a social construct, supporting our pedagogy of project based learning and the intentional focus on character education. There is nothing more important than supporting the growth and development of good human beings who are skilled at collaborative problem solving.

Grounded in Self-Determination Theory, we prioritize autonomy support, a sense of belonging, and competence in both learning and social settings. Our team spends countless hours studying, reflecting upon, and planning for a school day that is rich in both academics and character. We believe that the two cannot be separated, but occupy the same learning space in order to support the wellbeing of our students and staff.

Holistic child development prioritizes the emotional wellbeing of children. A classroom culture where students feel loved and valued is critical to the success of all students. The character mission of the school includes daily practices such as class meetings and collaborative learning strategies that help to create and sustain healthy relationships with and amongst our students. Beyond these daily practices, our team is composed of many layers of support including social emotional Interventionists (SEIs), counselors, and licensed therapists in order to ensure that all children get the support that they deserve. We strive for continual improvement in research based practices that support healthy child development in an educational setting.

Over the course of the years that PCS has been serving students in the City of St. Louis, intentional instructional choices have been made in order to provide a more robust, rigorous, well rounded and real world learning experience. One such dynamic choice is that of Project Based Learning or PBL.

While all schools have a curriculum they follow, PCS believes in and chooses to follow this pedagogical approach that not all schools do.

PBL elevates student curiosity and empowerment through:

- Teachers having a deep understanding of standards
- Teachers supporting both the learners and conditions for learning
- Powerful questions driving the learning process often framed by authentic and relevant contexts
- A collaborative process of investigation and reflection
- Students sharing experiences and new knowledge with various audiences

High-quality projects are centered around real-world, relevant problems and topics that build engagement, foster curiosity, and support growth for all learners in the classroom. Projects are not only aligned to grade level standards in various content areas, but scaffold success skills such as critical thinking, self-management, collaboration, communication, and more. This approach helps students make connections across content areas that don't always happen in a traditional classroom setting which supports deeper retention of information. While projects are thoughtfully planned from the entry event to the final public presentation, there is space left for students to make important decisions about the path of the project. Assessments, reflection, and feedback are used continuously to ensure ongoing improvement, both student-centered and in the project itself. Overall, PBL is the best instructional approach for our students.

Highlights

- Named National School of Character
- Cited as model school in *Primed for Character Education* by Dr. Marvin Berkowitz
- Named a top growth EleMiddle School by St. Louis University PRIME Center
- Greater than 85% of graduating 8th graders accepted into competitive entrance high schools
- At least 40 different countries represented by student body
- By the time they have been at Premier for at least 3 years, Special Education, English Language Learners and Black students exceed state proficiency average for those groups in ELA. Black students also exceed state proficiency average in math
- Currently, we have two facility dogs at PCS, Sabrina and Mario

- Our onsite daycare for our staff. What better way to support our team than with accessible and affordable childcare
- Our professional growth model. We are committed to continuous growth at all levels. We have an extensive 3-year induction process that supports a deep understanding of whole child development within the education framework
- Our Fiscally Sound Practices- 16 consecutive years of operating surpluses
- Our long history of deeply understanding the braiding of character education with academics. All leadership and many of our coaches have done extensive training through UMSL's Center for Character and Citizenship with two doctoral level degrees focused on these studies
- Recipient of a grant from the National Foundation of Governors' Fitness Councils (NFGFC) for a complete fitness center at PCS
- 23 sprawling acres in the heart of the city. We capitalize on our expansive landscape through outdoor activities including sports, gardening, play, and natural learning spaces
- 63% of students made at least one year of academic growth and 35% made greater than one year of growth in ELA
- 57% of students made at least one year of academic growth and 28% made greater than one year of growth in math
- Robust instructional coaching department that includes twelve instructional coaches that support all levels of teachers. Currently each grade level in our elementary school, each department in our middle school, and all special education department teachers have a coach dedicated just to those teachers. Three lead coaches support our main instructional content areas of ELA, math, and project based learning pedagogy that drives science and social studies learning

Assurance Statement

Premier Charter School assures that all information provided in its original charter application and all amendments submitted and agreed to with UMSL are accurate and current.

A. Education Plan

A.1: Mission, Vision, Philosophy

Premier Charter School will provide the children of the City of St. Louis an individualized education rich in academics and character, so the children we serve today can be the leaders of tomorrow.

Premier Charter School is focused on building both a strong academic foundation and the social and emotional skills needed for students to succeed in high school and beyond. Through our rigorous, experiential approach to learning and our deep commitment to whole child development, we support curious and empowered learners.

When our students leave PCS after 8th grade, they embody five core attributes that represent our target graduate profile. PCS Graduates are:

- Academically Skilled. They are prepared for the rigors of high school, demonstrating mastery in core content areas, with excellent literacy skills, deep math proficiency, and the habits needed to continue learning and growing.
- Curious. They are genuinely curious about the world around them, and are critical thinkers with an insatiable desire to learn. They are creative problem solvers who can effectively communicate ideas and are committed to working collaboratively.
- Empowered. They are empowered to make choices that positively impact themselves and the community around them. They have a strong moral compass, and are confident making decisions aligned with their values. They treat other people with respect and stand up for what is right.
- Emotionally Intelligent. They are able to identify, express, and manage their own emotions in challenging situations. They are deeply self-reflective, and they are able to authentically empathize with others.
- Appreciative of Difference. They investigate and seek out different viewpoints and perspectives. They display habits of character showing respect for and actively valuing others with belief systems and experiences different from their own

A.2: Student Population, Recruitment and Enrollment

PCS serves a very diverse and representative student population which mirrors the demographics and the overall population. By primary ethnicity, the PCS student population is approximately 42% White, 29% Black/African American, 19% Hispanic/Latino, 5% Multi-Ethnic, 4% Asian, 1% Other. PCS is extremely proud that there are over 20+ languages and cultures represented across the school and every year this is celebrated during our Multi-Cultural Fair Day. This is just one example of how we teach our students to be Appreciative of Difference.

At maximum capacity, PCS can serve approximately 1,000 children in PK-8th Grade. At the end of SY 23-24, PCS served 905 students with an Average Daily Attendance (ADA) of 92.0%. At the beginning of SY 24-25, PCS has 981 students enrolled, with a waiting list of 137 students. Enrollment for the coming term will be as follows:

Grade	# of Students	# of Sections
PK	45	3
K	95	5
1	113	5
2	108	4
3	108	4
4	109	4
5	99	4
6	111	5
7	109	5
8	84	5

PCS fills available seats through a lottery-based application system. PCS begins to accept applications for the lottery process which is made publicly available on the school website under Admissions on November 1. PCS also sends out various communications (i.e. social media) to advertise when we are accepting applications. The first lottery is typically held on February 1. To arrive at a final application list, PCS completes various application validation steps and configures certain priorities ahead of any lottery. The lottery software handles the randomized administration of selecting students for open seats. Families are notified via email or phone call if they are selected and are given a specific deadline by which the seat is accepted or declined. On the SY24 family survey, over 90% of responding families indicated that their enrollment experience was positive.

In addition to digital marketing strategies, PCS hosts various open houses throughout the school year for prospective or newly enrolled families. Families can also schedule a personal campus tour or take a phone call or Zoom with our admissions team.

When it comes to attracting and retaining families, our school thrives on referrals from existing families and friends. Our families care greatly about our highly qualified teachers, having a robust social and emotional development program, maintaining a safe and secure campus, maintaining a clean and quality campus, celebrating diversity, and being known for a National School of Character.

A.3: School Climate and Culture

As a school, character education is a primary focus. We have partnered with the Center for Character and Citizenship at University of Missouri St. Louis for nearly 20 years. Through this partnership, all our leadership and many coaches have been trained through the Character Education for Educational Leaders Academy. This ongoing training has also allowed us to develop a comprehensive framework for how Premier Charter approaches character education and the core elements that appear in every classroom, like daily class meetings and co-creation of classroom norms. We collect and act on social/emotional data with the same focus and intensity that we do with academic data. We conduct a trauma screener at the beginning and middle of the year to determine which students will need more intensive social/emotional support and intervention throughout the school year. We also survey students twice per year to identify progress and needs. Our graduate profile also identifies specific intrapersonal and interpersonal skills and Key Performance Indicators on which we track data and make adjustments/interventions as needed.

The PCS community is continually working to foster a climate and culture that is founded on celebrating diversity, encouraging personal character excellence and is supportive of an equity-based, inclusive environment for all. Development of the whole child is interwoven in all that we do and is specifically supported through the school-wide implementation of the Caring School Community program that is a comprehensive, research-based social and emotional learning program that builds school-wide community, develops students' social skills and enables a transformative approach to discipline. This program is tied to the framework of CASEL (Collaborative for Academic, Social and Emotional Learning) which promotes positive behavior through direct teaching of responsibility, empathy and cooperation creating settings

where students feel heard, known and cared for. Students become intrinsically motivated to contribute productively to a community they feel invested in, and where they know they matter.¹ This school-wide SEL framework supports our approach to discipline which is restorative in nature and focuses on fostering a climate of student personal reflection and empowerment where students feel they have the ability to work toward repair and grow from any challenging situation.

Effectiveness standards are organized into 5 domains, Classroom Environment, Instruction, Planning and Preparation, Professionalism and Student Achievement and Data. Each domain and associated evaluation and feedback procedures are aligned to the Missouri Model Evaluation System and the Danielson Framework. In addition, we have classroom observation, coaching and feedback guides that have been informed by recognized effective practices from subject-matter experts. Our math practices and observation guide was based primarily on NCTM's Principles to Actions. Our ELA practices are aligned to The New Teacher Project's learning and instructional practices and our PBL practices are aligned with PBL Works. As mentioned previously, character education practices are informed by UMSL's Center for Character and Citizenship.

As a school that has been in operation for 24 years, we have been able to leverage tradition and ceremony to engage and connect parents and families to the school. One of the best examples of this is our annual Multicultural Fair and Walk for Hope. This event allows us to recognize the truly diverse range of cultures represented in our school community. Parents and families come to school to share their cultures with the school community through activities like a fashion show and food and booths focused on various elements of their cultures. Events like this and our annual literacy and math nights and our 8th grade graduation ceremony help connect and engage families with the school community. In addition, we partner with parents and families by pushing for 100% participation in each parent learning conference (these are held 2x per year). We also focus on regular communication through weekly principal newsletters. We also produce an explanation video that accompanies each piece of data we distribute to families (like state and internal assessment data), and we designate one person as a point of contact for any questions parents and families may have regarding student data.

Evidence of Success and Areas of Growth

Evidence of Strengths

Throughout the 5-year term of the most recent charter, PCS has used the Panorama survey platform to administer student, staff, and family surveys. Panorama utilizes a 5-level likert scale and reports results according to the percentage of respondents giving a "Favorable Rating" on an item. Panorama identifies a "Favorable Rating" as any response at the 4th or 5th level on the likert scale.

¹ Caring School Community Brochure, p. 2
<https://online.fliphtml5.com/srupx/siuu/>

Prior to the 2022 school year, Premier Charter School was a participant in the Better Measures Learning Initiative project coordinated by The Opportunity Trust. This project involved our joint administration of common student, staff and family surveys with other partner schools. When the project ended in 2022, we revised all surveys to be better aligned with the elements of our graduate profile. In particular, survey data is the primary method for tracking progress in the Curious, Empowered, and Appreciative of Difference domains.

Over the last 3 years, student survey results have steadily increased and as of our most recent survey in spring of 2024, had reached (70%+) favorable ratings in these 3 domains.

	Curious	Empowered	Appreciative of Difference
Fall 2022	60% Favorable	57% Favorable	55% Favorable
Spring 2024	63% Favorable	71% Favorable	79% Favorable

In addition to survey items related to our graduate profile domains, as of Spring 2024, over 80% of families indicated that there were few barriers to family communication and engagement. In particular, 88% of families indicated that the school was welcoming to families and 97% said that the school communicates well with people of their culture. This is particularly important to us considering the diversity of our school community.

In the Spring 2024 survey, 90% of students said they would be excited to have their same teacher again.

We use a combination of survey data and disciplinary data to track progress in the Emotionally Intelligent domain of our graduate profile. Disciplinary rates are falling in regards to office referrals and removals. As of the end of the 2023-2024 school year, we are down more than 30% for both measures since our initial return from COVID-related closures and virtual learning. This success is driven by 3 key strategies: strong, consistent integration of the Caring Schools Community (CSC) curriculum into the culture of the school, effective use of student data, and abundant resources that can be leveraged in response to that data.

As described in the School Culture and Climate section of this document, the CSC curriculum has a strong evidence base.² In particular, its emphasis on relationship-focused classroom structures is well-aligned to our project-based program which emphasizes constant student collaboration. The CSC approach allows us to proactively teach all members of our school community how to build and maintain healthy relationships through daily interactions (for example, all classes hold daily class meetings) and its restorative approach to discipline also frames discipline as a way to resolve mistakes that may have damaged existing relationships.

We also regularly collect student-level data for the Emotionally Intelligent domain. This includes both student-level data to identify individual students who might be struggling and in need of

² The Evidence Base for Caring School Community, <https://www.collaborativeclassroom.org/evidence-base/research-caring-school-community/>

additional support. It also includes trend data to determine any areas in which we are struggling as a whole school, individual building, or grade level.

Three times per year, we administer the DESSA social and emotional needs screener. Teachers complete a DESSA screening for each of their students and for students who are above a certain threshold in terms of risk, teachers complete a more thorough assessment. Used in conjunction with disciplinary data such as referrals, detentions, parental calls, etc. this approach allows us to identify students who are in need of additional social/emotional support even if those students are not exhibiting more externalizing behaviors.

This 3 time per year data review allows us to respond to broad trends and identify students in need of additional, more personalized support. For example, during the 2023-2024 school year, 63% of all students were identified as “needs instruction” for Goal-Related Behavior on the DESSA screener. Having this data allowed our counseling staff to develop a series of age-appropriate lessons related to this competency and teach them in collaboration with grade level teachers in all classrooms. In addition, when we do identify individual students who need more support, we have a large and diverse Behavior Intervention Team (BIT) that works with grade level teachers and principals to develop and implement individualized support plans as needed. The BIT team includes our lead therapist, 4 SEL specialists, our internal school psychologist, and 5 school counselors.

Evidence of Growth Areas

As mentioned previously, in addition to disciplinary rates and DESSA ratings, we use student survey results as another measure of the Emotionally Intelligent domain. Specifically, one survey item asks students if they are negatively impacted by the behavior of their peers on all student surveys. As of Spring 2024, low percentages of students (30% or less depending on grade band), gave favorable ratings on questions related to how negatively they are impacted by the behaviors of their peers. Taken along with falling disciplinary rates, this tells us that our strategies are having a positive impact on more serious student behaviors and now we need to turn more attention to less serious, but more frequently occurring behaviors like class disruptions that are impacting the learning environment.

The first step is to share this information with our students. Principals and teachers share student survey results with students after each survey. This data was collected in Spring 2024, so it will be shared at the beginning of the school year. It is at this time that students work in collaboration with their teachers to develop class rules and processes for what happens when rules are broken. So having this data in mind will be valuable and allow students to play a role in developing a response plan.

In addition, as an evidence-based program, CSC’s daily utilization of class meetings offers students the opportunity to advocate for themselves in the event they are being impacted by classroom disruptions. In the same way, regular use of peer partnerships and collaborative structures leads to students learning to express their own and listen to others’ thinking and feelings and reflect on how their own actions impact the community. All of these are high-yield strategies as identified by Fisher, Frey, and Hattie (2016).³ There exists a strong research-base and our own evidence collected over 15+ years of utilization of character education and the CSC framework that supports the effectiveness of this approach.

³ Fisher, D., Frey, N, & Hattie, J (2016). Visible learning for literacy, grades K–12: Implementing the practices that work best to accelerate student learning. Thousand Oaks, CA: Corwin.

However, as of the end of the 2023-2024 school year, 41% of our staff have 3 or fewer years of experience at Premier. Conversely, 26% have at least 11 years and 59% have at least 5 years at Premier. This means that we have one or more teachers at each grade level who have not been completely trained in the CSC framework and successful implementation and one or more who have used the framework for 5 years or more. In addition, our elementary and middle school co-principals have been in their roles for less than 3 years. Over the term of the next charter, we anticipate being able to not only fully train all current staff, but also ensure that new staff that join PCS receive complete training and real-time coaching. To that end, we added a Principal in Residence position to provide support and development to our new building principals and head up staff development in the CSC framework. She is an expert in CSC and a national trainer in CSC.

Another growth area relates to the Curiosity dimension of our graduate profile. While we have seen growth in student survey ratings for the Curiosity domain from Fall 2022 to Spring 2024, that growth has been modest and we are still at 63% favorable ratings in this area. Specifically, only 52% of students gave Favorable Ratings on questions indicating that they were interested in/excited to participate in class and only 36% said they talked about what they were learning outside of school. Premier's core instructional program is centered on Project Based Learning (PBL). PBL is an evidence-based practice that has shown a positive impact on both content mastery and social-emotional learning.⁴ It is through students' experiences with PBL that they become more curious learners. In the latter part of our current charter, we added a full-time PBL coach. Over the term of the next charter, this coach will continue working with grade level teachers to evaluate and refine PBL project plans based on effectiveness. PBL projects assess students on both standard-aligned content and a series of generalized skills such as collaboration, problem-solving and application, and students' ability to guide their own learning based (i.e. curiosity). One of the greatest challenges in implementing a PBL-based curriculum is the fact that while resources such as existing project plans are available, much of the curriculum must be developed internally. This necessarily requires refining units over time. We anticipate completing this refinement work in the early part of the next charter term.

The staff experience levels referenced in the discussion of additional CSC training impacts effective implementation of PBL as well. In addition to our full-time, internal PBL coach, over the course of the next charter term we will continue our partnership with Applied Coaching for Projects (ACP). ACP has developed an entire PBL training course for Premier and used it to lead a multi-year PBL professional development program. Like CSC, by the end of the upcoming charter term, we anticipate full staff development in PBL and a strong, ongoing staff development system in place to ensure adequate preparation for all new to Premier staff.

Finally, as we move into our next charter term, we are working to update our data collection and usage capabilities, especially for data collection related to the Emotionally Intelligent, Curious, Empowered, and Appreciative of Difference domains.

Over the course of our last charter term, we used several different versions of student, staff and family surveys. This has made a true and accurate analysis of long-term trends difficult. Panorama is an excellent tool with a large bank of survey items, but we have had to build a custom survey that is aligned to our graduate aims using items from the platform's item bank or created internally. However, the platform does not have the capability to aggregate data for a

⁴ Kingston, S., deMonsabert, J., and Wagner, K. (2022). Project Based Learning and Every Student Succeeds Act (ESSA) Evidence Levels: Is PBL an evidence-based practice? PBL Evidence Matters 2(1). The Buck Institute for Education.

group of custom items. This has resulted in us having to aggregate individual item results by domain manually, which negates the ability to make national percentile comparisons. Since so much of our work and continued improvement efforts around the Curiosity, Empowerment, and Appreciative of Difference domains are based on survey results, we need to build and norm a custom survey that will better meet our needs and can be used long term to identify trends over time.

Also, we have had a data dashboard in place for the length of this current charter term. It has been valuable in helping us visualize multiple pieces of data, collected in different ways, in one place. However, we are transitioning to a different dashboard for the upcoming charter term. This new dashboard adds the capability of developing and storing unique student intervention/support plans in the dashboard available for review at the student level. Currently, any individual support plan that exists for a student, from IEPs to Reading Success Plans to Behavior Support Plans, all are stored in different places and must be actively shared. Our new dashboard platform will allow any individual student plans to be available to all staff who work with a particular student through a permissions-setting system. It will also allow these plans to be updated in real-time.

Appreciative of Difference

This is one area where quantitative and anecdotal data indicate a strength. As outlined above, as of Spring 2024, nearly 80% of students and over 95% of families indicated that the school values people's unique and diverse backgrounds. We honor the diversity of PCS in large ways such as through our annual multicultural fair that brings families and community members from all backgrounds together to learn about and celebrate all that makes our school community unique. Our utilization of daily community time in all classrooms has also proven to be effective in helping students build connections they might not otherwise have made with all of the members of their homeroom classes. Our primary focus for continued improvement in this area is recognizing the need to continue working on making sure our students and families are represented in school staff and leadership, including at the school board level.

Empowered

There are two key strategies in helping students learn how to be empowered members of our school and larger community. First, students learn that they can make a difference in the community through the authentic projects they complete as part of our school's Project Based Learning (PBL) instructional program. We have a full-time PBL coach who works with each grade level to develop and refine their PBL project curriculum and implement that curriculum. This coaching also involves supporting teachers in their use of effective PBL practices in the classroom. We also partner with an external, nationally recognized PBL expert trainer who provides both direct staff development and collaboration with our Head of Professional Development in planning year-long PBL staff development programming. 2024-2025 will be our third year of implementation and as evidenced by student survey data, we have made significant growth in this area since 2022. In addition, we know that the student survey questions we use to capture data on this domain are not as aligned as we would like so we anticipate being able to capture more accurate data with improvement to that tool.

Curious

In our experience in implementing a PBL curriculum, one of the most difficult parts is successfully balancing the need to ensure that projects adequately address required learning standards at the appropriate level and depth of knowledge. This is difficult because so much of what makes PBL learning meaningful for children is letting their questions, wonderings, and curiosity guide the learning. It is this area that we are making a major focus of our PBL PD

work. The first step is to continue to review and revise PBL projects to ensure that they allow for adequate time devoted to letting student curiosity guide learning. The second and more difficult part is to prepare teachers to skillfully keep a project on track and focused on learning standards while attending to students' natural questions and wonderings as a unit progresses.

The Curiosity domain is the one in which our existing survey tool is least well-aligned. At present, the current survey items aligned to the Curiosity domain (below) can be much better connected to our definition of Curiosity as described in our Graduate Profile (above).

QUESTION



In your classes, how excited are you to participate?

QUESTION



When you are not in school, how often do you talk about ideas from your classes?

QUESTION



How focused are you on the activities in your classes?

QUESTION



How interested are you in your classes?

A.4: Curriculum and Instruction

Literacy

At Premier Charter School, all students experience rigorous instruction and learning through our curriculum. Based on the Missouri Learning Standards, instruction is multi-modal and includes

both whole group and small group instruction as well as individual support to master all parts of literacy learning.

Early Childhood and Elementary: As we move into the 24-25 school year and beyond, all early childhood and elementary students (K-5) will be taught through explicit systematic foundational skills instruction alongside a knowledge-building sequence. Students will master both language comprehension and word recognition in order to become increasingly skilled readers and writers. All classrooms will be supported in their reading and writing instruction and learning through Amplify CKLA curriculum resource (green rated by EdReports). The 24-25 school year will be our first using CKLA. Our six year curriculum review cycle took place during the 23-24 school year. Through that audit, CKLA scored highly in all components and met our need for rigorous and relevant literacy instruction that included high quality, grade appropriate literature.

Two essential ELA elements needing steady improvement include phonics and reading comprehension. Amplify explicitly targets these elements with a systematic approach to teaching phonics through the skills strand (K-2) and the integrated approach (3-5). Reading comprehension, through standards alignment, focuses on literacy skills necessary to become fluent readers as well as build context to understand what they are reading.

As was seen in our SY 23-24 disaggregated iReady data around these two elements (28% of K-5 students below grade level in phonics and 40% K-5 students below grade level in reading comprehension): targeted, explicit instruction would benefit a multitude of students pushing them to gain skills and knowledge to move out of below grade level standing.

A large percentage of our K-5 educators have also been trained in LETRS to bolster their craft in the teaching of phonological awareness, phonics, comprehension, vocabulary, and fluency and to be more prepared to teach our designated curriculum resource.

Middle School: In our middle school grades (6-8) students increase their literacy knowledge through complex texts and writing. In the 24-25 school year, the Middle School grades will move to use Amplify ELA resource (green rated by EdReports). With this, students will learn to tackle complex texts and make observations, grapple with interesting ideas, and find relevance for themselves.

Intentional instruction of writing skills, writing genres, handwriting and spelling (K-8) can be found within our ELA curriculum across all content areas throughout the day. Many specific writing units are expertly paired with our PBL projects in order to integrate writing into real-life, relevant learning for our students.

Mathematics

At Premier Charter School, we believe that all students are mathematicians who can understand a given challenge, develop and apply a solution strategy, and reflect on both the solution they reach, and the process they used. The focus of our mathematics programming is to help students develop proficiencies in the 5 interrelated areas of conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.

Math teachers in Kindergarten through 8th grade use the Ready Mathematics curriculum resource (green rated by EdReports). This resource assists teachers to build on students' prior knowledge with lessons that make connections within and across grade levels and directly address the major focus of the grade. Students learn in both the whole and small group setting,

with intentional intervention time built within their math block to address individual needs that arise both within the daily lessons as well as gaps in previous learning. Teachers practice continual academic monitoring in order to analyze students' mathematical thinking and progress in order to ensure remediation, challenge, and feedback can occur every lesson.

All units and daily lessons are internalized and planned thoroughly using specific protocols to guide the teachers. Lesson planning is based around our priority planning elements of standard, aligned objective, vocabulary, look for/listen for student learning, lesson outline, and assessment of learning.

Science/Social Studies

Early Childhood and Elementary: All science and social studies teaching and learning is guided by the Missouri Learning Standards through the Project Based Learning (PBL) pedagogy. Real world, relevant projects are created that push students to think critically and collaboratively to investigate and respond to an authentic, engaging, and complex question, problem, or challenge. Students demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

Most projects are interdisciplinary in nature which allows student application of learned standards from other contents into the problem solving and high quality work production. Focus on 21st Century Skills within these science/social studies projects also help to ensure student development and readiness for college, career and life.

Middle School: Like the lower school, Middle School science and social studies teaching and learning is driven by the Missouri Learning Standards. Supported by the Amplify Science curriculum resource (green rated by EdReports), science teachers lead hands-on investigations, literacy-rich activities, and use interactive digital tools to empower students to think, read, write, and argue like real scientists. Students partake in lab experiences that allow them to apply their learning and knowledge to true science exploration and methods.

In social studies, students are exposed to the history and cultures of our country as well as that of the larger world. Teaching and learning also fosters active, responsible citizens as students learn through both whole class discussions and smaller projects. Teaching throughout these grade levels focuses on three main areas: *World Geography*, *World History*, and *American History*. *World Geography* emphasizes project-based learning about real-world geographical, cultural, and environmental issues. *World History* emphasizes project-based learning to explore world history, global turning points, and historical narratives. *American History* emphasizes active inquiry and strong literacy connections.

Pathways

All students have the opportunity to explore different pathways and specials classes throughout the course of the school year.

For the 24-25 school year, Kindergarteners and First Grade students will participate and learn in art, music, library and physical education classes each week. Second, Third, Fourth, and Fifth graders experience one specials class daily per quarter. These classes include art, music, STEM, and Nature Lab (outdoor ed experience). Classes are set up on the quarter in order to accommodate project based learning within these contents. Physical Education is provided 1-2 times per week for Elementary students.

Middle school students elect one pathway for the school year in order to go deeper with their learning and curiosity within the chosen content. In the 24-25 school year, middle school students can select from esports, team sports, soccer, basic shop, advanced shop, power mechanics, art & science of food, intro to acting, intro to stagecraft & theater production, and intro to musical theater.

A.5: Assessment and Student Identification and Support

Interim/Diagnostic Assessments

At Premier Charter School, we administer school-level interim assessments 3 times each year. Each of these is a diagnostic assessment implemented using a computer adaptive test (iReady) to determine individual student strengths, areas for growth and growth targets for the year.

iReady is a DESE-approved dyslexia and literacy assessment and is used for dyslexia screening and literacy assessment aligned to the requirements of SB 681 as well as to identify students lacking math prerequisite skills prior to the beginning of each unit and those students in need of more comprehensive math intervention support.

Data collected from each interim assessment informs both instruction and intervention.

Literacy Intervention and Support/Dyslexia and Reading Success Plans

Tier 1/2

Reading specialists use data gathered to develop **initial reading success plans** (RSPs)

- RSPs include what additional support will be provided by classroom teacher(s), reading specialist (where applicable) and grade level coach (where applicable), timelines and progress monitoring information
 - iReady Instructional Groupings Report can be a resource
- Initial RSPs must be developed and in place by the end of the 1st quarter

Reading specialists also develop classroom level reading plans to support teachers with implementation and will spend the first few weeks of the year pushing into classrooms to provide support and coaching on class-level interventions.

Reading specialists deliver Tier 2 small group intervention to designated students. Tier 2 support takes place during designated ELA instructional group time.

Teachers send RSPs and an explanation letter home to all students with an RSP at Q1 and communicate RSP progress at Q2, Q3 and Q4 on report cards.

RSPs are designed around designated 5 week intervention cycles. Each 5 week cycle involves progress monitoring at weeks 2 and 5. Parties responsible for providing interventions identified in RSPs are also responsible for recording progress monitoring data in RSPs.

- Principals incorporate week 2 progress monitoring into grade level meetings
- Grade level coaches lead week 5 progress monitoring and identify students who made progress and will continue with the same intervention(s) during the next 5 week cycle
- Grade level coaches and reading specialists will collaborate to revise interventions for students needing new interventions and update RSPs for the next 5 week cycle

Tier 3

Reading Specialists provide additional instruction to students not progressing with Tier 2 support.

- Reading specialists provide **additional** support/instruction through 1-on-1 or very small group instruction
- Tier 3 instruction will take place during 30 minutes of designated Tier 3 ELA intervention time carved out of specials

Math Intervention and Support

Tier 1/2

Classroom teachers teach math prerequisite skills prior to each unit.

- Review prerequisite skills report for each unit prior to unit start
- Classroom teachers provide small group just in time intervention using provided instructional resources during designated intervention time for students who lack necessary skills to fully access upcoming/current unit
- Tier 2 takes place during designated math intervention time
- Middle School Tier 2 takes place as part of the math block

Tier 3

Math specialists parallel teachers' current unit.

- Students who are not mastering unit content with prerequisite skill instruction or who have more significant prerequisite skills gaps will learn the current unit topic with a math specialist during intervention time and participate in unit instruction with class during math time
- Math specialists will identify the most critical lessons of the week and ensure that students have mastered that content, delivering just-in-time pre-requisite remediation as needed
- Tier 3 takes place during designated math intervention time
- Math specialists will also provide push in support during classroom instruction for most students receiving Tier 3 intervention

Special Education Students

Due to the adaptive nature of our interim assessments, all students take the same assessment and the platform adapts as appropriate. Special Education students participate in the same ELA and math intervention process as general education students with the exception of those with existing IEPs for math and/or literacy.

Summative Assessment/Growth Monitoring

We use longitudinal data generated by the 3 iReady diagnostic assessments to determine student growth and progress each year. Based on students' initial assessment results, they receive 2 growth goals for the year. One represents typical yearly growth for a similar student and one represents a stretch goal that would, over time, lead to that student achieving overall grade level proficiency or advanced grade level proficiency. Essentially, stretch goals are goals that, if met, would represent a student closing the gap from where he or she should be according to the MLS and where he or she currently is. We use this data (as one measure) to determine overall school effectiveness and the effectiveness of individual teachers, curriculum and programming.

State Assessment

Students in grades 3-8 also take the Missouri Assessment Program (MAP) test once per year. We use the results of the MAP test to determine individual student proficiency. We also use the results of the MAP test to evaluate the strengths and weaknesses of our curriculum by aggregating the results of the content standard item analysis report for each grade level. The item analysis report shows student results for each individual MAP test item. We then aggregate all of the items for each standard together which allows us to determine the specific learning standards that our students do well with and those with which they struggle. We also use the Value Added Measure (VAM) data that is available as one of the tools with which we evaluate the overall performance of teachers. VAM data is examined over multiple years to evaluate teacher effectiveness.

Once MAP item analysis data is available, we combine that data with quarterly "Mastery By Standard" data to review standard mastery on MAP against standard mastery on the internal diagnostic assessment. This data helps us identify trouble standards for which we need to re-examine instructional practices. This also allows us to compare results of diagnostic assessments with MAP to ensure alignment (i.e. there should not be a significant variance across assessments on mastery of a particular standard).

Formative Assessment/Progress Monitoring

Formative assessment takes place at the lesson/topic level, which means it takes place on a near-daily basis. However, unless teachers have dedicated time built into their schedules to respond to the results of formative assessment, students can quickly fall behind. All math and ELA classes have 30 dedicated minutes each day for intervention. It is during this time that teachers can do a whole-group reteach or extension if needed. If not, teachers can provide

additional support to a small group or individual students. If the data indicates that all students mastered the topic, teachers can use the data generated from our 3x per year benchmark assessments to deliver targeted intervention on previously unmastered content from the current or past years.

At the small group or individual student level, when math or ELA intervention plans are developed, those plans clearly define the progress monitoring process including what data will be collected, what tool will be used, how often, and what is the target or goal score to indicate that a student is making adequate progress. This includes how progress will be monitored throughout the intervention and how decisions will be made at the end of the designated intervention period.

We also utilize more comprehensive formative assessment. This typically looks like a thorough analysis of multiple skills or standards taught together in a group. An example of this would be an end of unit assessment with items grouped by standard. While this data can drive reteaching or extension, responding to frequent, shorter formative assessments allows for much more “just in time” intervention and prevents students from falling behind on multiple skills, which makes intervention much more difficult. That said, analyzing unit or quarterly assessments by standard informs decision-making about curriculum. Taken with item and standard-level MAP and iReady diagnostic data, we use these standard analyses to make decisions about unit and lesson design and the structure of year-long curricular scopes and sequences.

MTSS and Student Support Teams

All grade levels meet at least monthly with their principal and grade level coach to discuss individual student progress. In a way, these meetings are like grade level student support teams. Frequently, supports can be put in place by the grade level team (including ELL, reading and/or math specialists, other content specialists such as art or music, and special education teachers). In the event that students continue to struggle academically, social/emotionally or both, they are referred to SST and/or BIT.

We have 2 problem solving MTSS support teams for students, one focuses primarily on social and emotional needs (BIT) and the other academic needs (SST). These teams consist of classroom teacher(s), counselors, lead therapist, school psychologist, social emotional interventionists, academic interventionists, occupational therapist, administration, and specialist teachers as needed. The creation of two teams allows us to be much more efficient in working through referred students and to hold more timely and frequent follow-ups. That said, there are often times in which students have needs in both areas. When this is the case, both teams combine and work together.

Once a student is referred, the team collaborates to discuss a student’s needs, any relevant data, and what has already been in place, for how long, and any progress. The team then collaborates to develop an appropriate intervention including a timeline for follow up and specific

progress monitoring assessments. This is typically a more-intensive intervention and might include a different provider. An example of this is a student being added to a reading or math-specialist's caseload if that has not already taken place. In addition, based on the unique need and intervention, a follow up timeline is developed. Both teams meet according to their referral and follow up schedules. Typically this takes place weekly or twice monthly. Referrals to SST and/or BIT also frequently trigger additional assessment, including evaluation for potential special education services.

A.6: Professional Development

We continually stress the importance of professional growth and model a love for learning at every possible opportunity. PCS leaders and coaches have developed a 3-year onboarding process of professional learning experiences that all staff participate in regardless of years of teaching experience. This helps team members new to PCS deeply connect with the mission of the school and encourages a supportive learning cohort. Third year staff cap off this experience by sharing a passion project with the rest of the PCS team during the Share the Wealth PD day in May.

Professional growth and development experiences align and are built upon our graduate aims, which are outlined in our Graduate Profile which can be found in the Mission, Vision and Values section of this document, and strategic planning goals with a focus on student outcomes.

The expansion of instructional coaching occurred in the 23-24 school year and has provided extensive support and learning for our teachers. Prior to the 23-24 school year, coaches existed with a much different role...to provide coaching based in a specific content area across all grade levels. With this, there was breadth without much depth. New teachers were the main focus of the coaches with minimal coaching of other teachers. The current coaching structure was then planned and implemented with the intent of having the grade level or department coach become a true member of each of those teams. This allowed coaches to very much specialize in the grade level or department's standards, planning, and instruction thus improving instruction and raising students' learning and outcomes. Over the course of 3 years (school years 2024, 2025, 2026), data will be collected to study the effectiveness of coaches by looking at student academic outcomes, staff instructional performance, and coach effectiveness evaluations.

Coaches are present in every grade level K-8. An instructional coach is paired with each grade level in grades 2-5 (1 coach per 4 grade level teachers) and with content departments in grade 6-8 (1 coach per 3-4 content department teachers). Grades K-1 teachers are provided with content instructional coaches that focus on literacy, math, and PBL coaching for both grade levels. Cycles of observation and feedback, planning and side by side coaching is continuous, providing much needed individualized support.

See Appendix A: PCS Instructional Coaching Roles & Responsibilities

Staff survey data from Fall '23 indicates a positive trend regarding professional growth in the following areas:

- Practiced teaching techniques with a peer or instructional expert outside of their classroom.
- Developed new skills or content knowledge that was able to be applied in their classroom.
- Expressed feelings that PCS is committed to improving their instructional practice.
- Had opportunities for coaching and feedback including live demonstrations.

Teachers expressed a desire for more time to plan and collaborate with peers and would like to see more professional development opportunities in the area of diversity, equity and inclusion as well as differentiation. As a result of this feedback, we will be addressing these specific goals and have planned for additional professional growth opportunities through the implementation of early release days for our staff beginning in September of 2024 and occurring monthly throughout the school year.

Planning for a new school year and charter term involves deep reflection on strategic goals and alignment with student outcomes. Of primary importance is to continue supporting an academic growth trajectory by developing teacher expertise through our instructional coaches. In turn, the instructional coaches receive training to be better prepared to support teachers.

Additionally, all PCS teachers were surveyed in February of 2024 regarding their professional growth opinions. A 5-point rating scale was used with 5 being the most favorable. Results are as follows:

- My coach, or someone at PCS, seems to care about me as a person. (4.7)
- I know what is expected of me at work. (4.5)
- This last year, I have had opportunities at work to learn and grow. (4.4)
- At Premier, I have the opportunity to do what I do best every day. (4.3)
- There is someone at Premier who encourages my development. (4.3)
- In the last six months, someone at Premier has talked to me about my progress. (4.3)
- My fellow team members are committed to doing quality work. (4.25)
- The mission or purpose of PCS makes me feel that my job is important. (4.25)
- I have the materials and equipment I need to do my work right. (4.2)
- To what extent has coaching support and feedback improved your instructional practice? (4.0)
- To what extent has coaching support and feedback improved your instructional planning? (3.8)
- I have received meaningful feedback in the last week. (3.7)
- At Premier, my opinion seems to count. (3.7)
- In the last seven days, I have received recognition or praise for doing good work. (3.6)

We have begun the process of taking a deep look at our special education department and the needs of staff and students. A review of inclusive practices by an outside consultant that began in February of SY24 has helped with an overview of strengths and opportunities for growth.

Findings from this diagnostic review indicated the following:

Relative Strengths:

- **Integrated Delivery of Related Services**
This was the highest rated best practice and refers to the ability of PCS through hiring of therapists, counselors, in-house diagnostic team along with SPED teachers to provide the needed support to students with IEPs.
- **Home-School-Community Collaboration**
This was one of the highest-rated practices at PCS and refers to the inclusion and communication with families of students with special needs.
- **Understanding What Inclusion Is and Is Not**
This is described as the belief that students with special needs be educated alongside their peers. Also, all students should be provided equal opportunities and access to curricular and nonacademic subjects and after school activities and events.
- **Relationships**
This refers to the value and importance that PCS places on positive, healthy relationships: teachers to students and among students.

Opportunities for Growth:

- **Collaborative Planning**
This refers to the need for more time in the day for collaborative planning and support for understanding effective collaboration between general education teachers and special education teachers.
- **Administrative Practices Supportive of Inclusive Education**
This is described as more professional development focused on inclusive practices.
- **Transition Planning**
This refers to more systemized or integrated support for helping students identify strengths and interests and plan for the future.
- **Inclusive Education Improvement Plan**
This refers to the need to develop a plan based on measurable goals and a timeline for improving support for diverse learners.

We will use this information to begin planning for professional growth in the area of special education for this next charter term.⁵

A typical year of Professional Growth and Development includes:

Table: Professional Growth and Development

Event	Timing	Purpose
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⁵ Brad White Educational Consulting. (2024) *Premier Charter School: Inclusive Practices Diagnostic Report*.

New Staff Onboarding	5 days in July/August	New team members participate in 5 days of PD prior to the whole staff return. The purpose is to establish a supportive cohort within the group and to form relationships with our leadership and coaching team. New staff is introduced to the school's history, mission and whole child/developmental approach to schooling.
Ongoing New Staff PD	Minimum of 5 support seminars throughout the year	Aligned to the elements of our Graduate Profile and responsive to the needs of the new staff.
Year 2 Staff PD	Quarterly support seminars	To continue the work started in year 1 with a focus on building and sustaining a positive classroom culture and being responsive to student needs.
Year 3 Staff PD	Whole group seminars quarterly and individual coaching sessions as needed	To complete a passion project that is presented during our Share The Wealth PD Day in May.
Staff Retreat	2 days in August in alternating years	Team building and alignment with the mission of the school and goals for the upcoming year.
Beginning of year PD	10 days in August	All staff participate in schoolwide and buildingwide experiences that support the goals for the upcoming year aligned with our graduate aims
Professional Growth and Development Days	7 non student attendance days throughout the school year and monthly early release days.	Focused on whole school development (Caring School Community, PBL) and building and grade level goals
Principal Meetings with Head of School	Weekly	Alignment and vision building with strategic mission of school; reflect upon academic

		progress
Principal/Building Level Team Meetings	Weekly	To reflect upon and support school wide initiatives; discuss student needs; develop research based instructional practices
Grade Level Team Meetings	Weekly	To discuss content related goals including student data; curriculum planning
Leadership Team Meetings	Monthly	To reflect upon overall mission of the school; develop leadership skills and discuss current goals/trends
Coach + Coachee Cycle Feedback & Instructional Practice Meetings	Weekly or Bi-weekly depending on cycle	To plan and discuss observation and feedback cycles; PD for skill building on coaching practices and instruction improvement action steps
LETRS Training	Ongoing	To support literacy goals and improve instruction
Curriculum Review, Adoption and Implementation PD	Ongoing Cycle of review for Math (new math series implemented 2023-24) and ELA (review 2023-24) and implementation of new series in 2024-25	To continue to develop teacher skills and support strategic goals for students' academic growth
Leadership Development Institute	Monthly	To support and develop new leadership talent to build our pipeline of potential and new leaders

A.7: Performance Goals

Working in partnership with our local school board, representatives from all stakeholder groups from the Premier Charter School community including local community members and facilitated by Bellwether Education Partners, we identified 3 mission-specific performance goals that will guide our work over the next charter term. We monitor progress towards each of these goals through one or more Key Performance Indicators (KPIs). All KPIs have annual targets. Goals are reviewed 3 times annually and revisions take place during the EOY goal review if needed.

Goal	Annual Target
All learners will be prepared to succeed in the high school of their choice. <ol style="list-style-type: none"> 1. Percentage of exiting 8th graders admitted to high quality high school of their choice 	90% of graduating 8th grade students will be accepted to a competitive entrance/choice high school
Premier Charter will have a highly skilled and qualified staff that reflects the diversity of our student body. <ol style="list-style-type: none"> 1. Staff Retention Rate 2. Percentage of Highly Qualified Staff 3. Staff Diversity Reflective of Student Population 	80% of high-quality staff will be retained annually
Premier Charter graduates will be emotionally intelligent, curious and empowered learners. They will also demonstrate true appreciation for difference. <ol style="list-style-type: none"> 1. Student responses to aligned domains on student surveys 2. Family responses to aligned domains on family surveys 	80% of students will give favorable ratings in the curious, empowered, and appreciative of difference domains on the EOY student survey 80% of families will give favorable ratings in the curious, empowered, and appreciative of difference domains on the EOY family survey 10% of students will be rated “needs instruction” on the EOY DESSA-mini social and emotional needs screener

Monitoring and Revision

The development of Premier Charter's strategic plan led to the establishment of a series of Key Performance Indicators (KPIs). Many of these KPIs also have one or more related leading indicators. KPIs and leading indicators are either annual or periodic according to how data is collected. All KPIs and leading indicators are monitored and tracked in real time in a school data dashboard. Every month, all periodically collected KPIs and leading indicators are reviewed by the board. Annual KPIs and leading indicators are reviewed according to an annual review cycle. For example, all data related to MAP is reviewed after MAP data release, all data associated with student growth monitored by internal benchmarking is reviewed 3x per year. In addition, specific progress towards plan priorities, initiatives and milestones are reviewed monthly as part of the Head of School and Educational Outcomes Committee's reports to the Board. The monthly CEO's report and Finance Committee's report to the board allow the board to monitor budget and strategic priorities, initiatives and milestones and each annual budget is based around strategic plan priorities and initiatives. Strategic Plan Initiatives and Milestones are reviewed and updated quarterly by the school's leadership team and Board. In addition to monitoring KPIs, leading indicators, and priorities, initiatives and milestones at the Board and

school leadership level, Premier Charter continues to engage and communicate with stakeholders through annual student, staff and family needs assessment surveys, an annual Board/Family meeting to review and discuss initiatives and needs, and regular meetings of roundtable focus committees made up of a variety of stakeholder groups. Roundtable focus committees are topical and focused on each of our strategic plan priorities (i.e. Coaching and PD, Intervention, Tier 1 Academic Instruction, Social and Emotional Needs, etc.). This is in addition to all regular needs assessments, progress monitoring/data collection and family meetings associated with Federal Title Programs.

Goals to be Included in the Performance Contract

Mission-Specific Operations and Org Compliance Goals	Targets and Ratings	Metric/Source	Notes/ Comments
Premier Charter graduates will be curious learners.	<p>Exceeds: $\geq 90\%$ of all responses are positive</p> <p>Meets: $\geq 80\%$ of all responses are positive</p> <p>Partially Meets: $\geq 70\%$ of all responses are positive</p> <p>Does Not Meet: $< 70\%$ of all responses are positive</p>	<p>Percent of 8th grade students indicating a positive (4-5) response on all student survey questions related to being curious</p>	
Premier Charter graduates will be empowered learners.	<p>Exceeds: $\geq 90\%$ of all responses are positive</p> <p>Meets: $\geq 80\%$ of all responses are positive</p> <p>Partially Meets: $\geq 70\%$ of all responses are positive</p> <p>Does Not Meet: $< 70\%$ of all responses are positive</p>	<p>Percent of 8th grade students indicating a positive (4-5) response on all student survey questions related to being empowered</p>	

<p>Premier Charter graduates will be appreciative of difference.</p>	<p>Exceeds: $\geq 90\%$ of all responses are positive</p> <p>Meets: $\geq 80\%$ of all responses are positive</p> <p>Partially Meets: $\geq 70\%$ of all responses are positive</p> <p>Does Not Meet: $< 70\%$ of all responses are positive</p>	<p>Percent of 8th grade students indicating a positive (4-5) response on all student survey questions related to being empowered</p>	
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Mission-Specific Academic Performance	Targets and Ratings	Metric/Source	Notes/ Comments
<p>All learners will attend the high school of their choice.</p>	<p>Exceeds: $\geq 90\%$ attend their high school of choice</p> <p>Meets: $\geq 80\%$ attend their high school of choice</p> <p>Partially Meets: $\geq 70\%$ attend their high school of choice</p> <p>Does Not Meet: $< 70\%$ attend their high school of choice</p>	<p>Percent of 8th graders attending their 1st or 2nd choice high school, as identified on the ICAP</p>	

A.8: Special Student Populations

Premier Charter School remains committed to identifying and serving the diverse needs of our student population. We want to ensure that all students receive rigorous academic instruction and the holistic social and emotional support that they deserve in order to achieve.

Despite a student's level of learning or needs when they arrive at Premier Charter School, we are committed to providing the support they need in order to succeed. PCS will continue to identify students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA).

If regular education and MTSS intervention options have been exhausted or upon request by a parent, we will refer students for a full evaluation by our school psychologist. Parent consent is required before an evaluation can occur. Once completed, parents, teachers, and the student meet to discuss the results and potential outcomes. Students that qualify for Individualized Education Plans (IEPs) receive specialized programming and instruction with the assistance of our Special Education Department. Students that receive these services have their IEP plans reviewed annually with their individualized team of instructors as well as parent(s)/guardian(s) in order to revise and make necessary changes as needed that ensures effectiveness of these plans. These students also receive a triennial review (or whenever a re-evaluation is requested or deemed necessary) verifying that the student still qualifies for the services and support based on their disability.

We have several plans in place to improve our Special Education Department before the next renewal cycle. As the needs of our students continue to get more demanding, we realize that more training and professional development will be needed so that our department remains knowledgeable and equipped in handling our wide range of behaviors and student needs. This year we have added a Special Education Coach to our TLC Department. The emphasis of their coaching will be related to curriculum, planning, and instruction. Our coach will follow a similar cadence and protocol as our General Education coaches that is referenced in the PCS Instructional Coaching Role & Responsibilities section above. Lastly, we will use this year to complete our on-going training through the Missouri Assessment and Teaching Tool to implement Standard Based IEP Goals. This change will allow us to align IEP goals more closely with grade level expectations and standards which will lead to student success in the least restrictive environment.

For our English Language Learners, Premier Charter School continues to conduct home language surveys, ACCESS placement tests, and ELL instructional support in classes and in small groups based on student needs. We ensure that parents are notified of their child's status as an English Language Learner, what supports are available, and how we will be helping their child increase their English proficiency.

B. Management and Operations

B.1 Governance, Management, and Operations

As outlined in the organization's bylaws, PCS is governed by an independent Board of Directors ("Board") which comprise various members of the St. Louis academic and business community.

The number of Directors may be no less than five (5) and no more than eleven (11). Unlike a traditional public school district, a charter school board is not publicly elected, but a Nominating Committee proposes board nominees for the Board to approve. Each new director shall hold office for a term of three (3) years and shall serve no more than three (3) consecutive three (3) year terms. After an existing director has served three (3) consecutive three (3) year terms, that existing director may be elected to serve for subsequent one (1) year terms. After an existing director has served one (1) or more one (1) year terms, that existing director may be elected to serve a single three (3) year term. After an existing director has served a single three (3) year term, that existing director may be elected to serve for subsequent one (1) year terms.

The property, business and affairs of PCS are controlled, conducted, and managed by the Board, which exercises all corporate powers of the organization. The Board provides financial oversight, accountability to established strategic priorities and goals, long range planning and governance, and resource allocation to the school. Any indebtedness of the organization must be authorized by the Board. One of the Board's primary responsibilities is to hold the Head of School accountable for the day to day leadership of the organization. Board meetings are held about 5-6 times throughout the school year, but special board meetings may be called during the summer time or as needed throughout the school year if an order of business is time sensitive. The Board of Directors are also responsible for setting and approving Board Policies which are established to give school administration a framework on how the school should function. The Board policy manual is iteratively reviewed and updated on an as needed basis to ensure PCS is operating in accordance with rules and regulations.

B.2: Governing Board Composition and Corporate Organization

The Board is currently composed of ten (10) Directors with a diverse set of racial, professional, and academic backgrounds. The Board has four (4) officers, Board Chair, Vice Chair Education, Vice Chair Finance, and a Secretary.

The Board provides oversight and accountability through Board meetings and various committee engagements. The Board has various committees (specifically, Finance, Education, Facilities, and Nominating committees) that meet with school leadership throughout the school year and make reports to the full board at monthly meetings.

The Board entrusts everyday leadership of the school to the Head of School and Leadership Team. In collaboration with the school's Head of School and Leadership team, the Board has developed an iterative strategic plan. The process of developing Premier Charter's strategic plan was led by Bellwether Education Partners (BEP). BEP led a thorough needs analysis that included a needs survey aligned to Bellwether's 9 dimensions of readiness to expand impact: Program, Staff and Organizational Culture, Organizational Roles, Human Capital, Advancement and External Relations, Finance, Operations, Governance, and Goal Setting. BEP also facilitated focus groups that involved board members, school staff, parents and families, representatives of local business and other local schools, and representatives of grant-making organizations. In addition, a thorough data review was conducted which involved: MAP data analysis (PCS, State, St. Louis Public Schools) (Data analysis included whole school and

disaggregations by race/ethnicity, FRPL, and special programs), MAP growth data (NCE and disaggregated by cohort), enrollment and demographic data (students and staff), enrollment and waitlist projections, student and staff retention, financials, student, staff and family Panorama surveys.

Now that the strategic plan has been developed and is in place, progress towards all KPIs is monitored through a comprehensive data dashboard and updates are provided to the Board monthly. The Board reviews this data and sets meeting agenda items accordingly. For example, recently the Board revised our marketing and outreach strategy because our enrollment and waitlist/projected enrollment metrics were not at goal. Reviewing and taking action as needed on strategic initiatives in this way allows the Board to provide real-time governance to the school. In addition, the Board reviews the entire strategic plan annually.

B.3: Staffing Plan

The PCS Staffing Plan remains responsive to projected enrollment trends, real-time student and staff feedback, and strategic goals and objectives of the organization. The Staffing Plan may fluctuate depending on student enrollment, specific unique needs of students, or unique programs offered by the school. The Staffing framework is ultimately prepared by the Head of School on an annual basis and is incorporated into the annual operating budget which is formally approved by the Board through the budgeting process. The budget summarizes the number of full-time and part-time positions by functional area of the organization.

B.4: Financial Operations

The Financial Operations of PCS are the primary responsibility of the Board Finance Committee and the day to day operations are overseen by the Head of Finance. The Head of Finance is a Certified Public Accountant who oversees the budgeting, financial accounting and reporting, procurement, cash and investment management of the organization. The Head of Finance oversees a Business Manager and an Accounting and Procurement coordinator. An internal control framework is implemented by the financial operations function to ensure that the organization's assets are safeguarded. For this reason, PCS has intentionally designed processes and procedures to ensure that the authorization, custody, and reconciliation duties impacting finances are reasonably segregated. The Head of Finance prepares monthly financial reporting and budget to actual reporting for ongoing monitoring purposes. Annually the organization goes through a financial statement audit conducted by its independent auditing firm, Schmersahl Treloar & Company. In addition to the annual financial audit, the independent auditing firm performs agreed-upon procedures to verify the accuracy of attendance and the processes and controls impacting how attendance is maintained. The independent auditing firm also performs agreed upon procedures over cash disbursements to ensure that the organization is following its procurement Board policies. Given the importance of enrollment and attendance as it relates to funding received, the Head of Finance and the Assistant Head of School meet monthly to review attendance data to ensure that attendance data appears complete and accurate.

B.5: Contracted Services

The majority of services provided to students are performed by PCS employees, with exception of high needs Special Education students whose IEP requires a much higher level of support.

PCS contracts with various outside businesses to provide the following services: food service management, transportation for off-site services for students with IEPs, transportation for students experiencing homelessness, transportation for field trip activities, after school janitorial services, maintenance of campus grounds and building facilities (e.g. lawn maintenance, snow removal, plumbing services, HVAC services, electric services, etc.), trash disposal services, legal services, auditing services, outsourced marketing and advertising strategy services, professional development services for instructional team, IT network and IT infrastructure management services, language translation services,

B.6: Stakeholder Engagement

Families

Our PK-8th grade structure is somewhat unique in that it allows us to partner with families for up to 9 years, from the time a student starts school until he or she begins high school. As a result, our primary goal around family engagement is to be true partners working together for the benefit of the student. We use a series of specific strategies to reach this goal:

- Frequent opportunities for parents and families to physically be present at school. We hold a number of annual events such as our beginning and end of the year whole school rallies, back to school ice cream social, math night and literacy night to help all families feel welcome in the school with no goal other than making face to face, human connections.
- In-person student progress conferences in which the student, parents and teacher work collaboratively to review student progress and make plans for the upcoming quarter.
- Frequent outreach to ensure regular communication. This includes ensuring that all contact information is up to date and that families are able to receive weekly principal newsletters, social media posts, and that families are able to interact directly with the school through their unique parent portals in our school's Student Information System
- Explicit strategies including models for how families can support their students at home. Our Literacy at Home website allows parents to access specific teaching materials and view videos of PCS staff using these materials with children.

Staff

Our staff are the lifeblood of PCS and as such, rival only students as the most important stakeholders in the Premier Charter School community. Our key staff engagement strategies are:

- Autonomy and shared responsibility for the school as a whole. We have found that staff members want to have ownership and a role in determining how the school runs. We

have a large number of decision-making committees for staff. Staff committees are a very common practice in schools across the country. For us though, the real key is that these committees are very much decision-making committees rather than simply opportunities for staff to share opinions before someone else makes a decision.

- Shared ownership of school goals, data monitoring progress towards those goals, and strategic plans that are in place to reach those goals. Staff participate in development and (as needed) revision of school goals and strategic priorities. In addition, when data is collected, it is shared in aggregate and disaggregated form to all staff. This allows all staff to understand current status in light of high level goals and how each individual grade and classroom is progressing towards goals.
- Professional development opportunities. As outlined above, Premier Charter School invests significant time and resources into staff development.

Community

At Premier Charter School, we have two primary objectives for community engagement. The first focuses mainly on our local community. The second is more inclusive of the community of St. Louis and beyond.

- We engage with our local community both by bringing our students out into it and by inviting it into the school. One of our priorities when designing PBL projects is for students to get out into the community to learn and where possible, to serve. PBL projects also offer the opportunity to invite members of the community into the school for our students to learn from. We also welcome the community to school during various events such as our back to school ice cream social, beginning and end of year rallies, and various focus nights such as math and literacy nights.
- Technology also affords us the opportunity to engage with the much larger global community. One of the goals that guide development of our PBL projects is the Empowerment domain from our graduate profile. This means that we are constantly looking for ways for students to learn from true experts in the various fields they are studying and to develop authentic solutions to problems that we all face.
- The Art of Shapes is a 1st grade PBL experience where students learn about the geometric shapes in the world around them and create 2D and 3D pieces of art to showcase for their final presentation. The showcase has been at a few different locations throughout the years, including The Angard Arts Hotel. Most recently it was at PCS, which allowed for a majority of student families to attend. This project would not have been possible without their community expert, Carloyn Lewis, a local artist. She provided art lessons on various techniques, gave feedback to students on their own works of art, and even featured student work in her gallery.
- In the 2nd grade project, Voices of Change, students explore problems in their school community and present research-driven solutions in a town hall style presentation. The audience of the presentation includes school-community members including the Head of Facilities and our student leadership group, the Teeny 10 and Tight 20. Prior to the public presentation, students learn about and explore their local community and government. The most recent community expert in this project was Nikylan Knapper, former mayor of

Maplewood. She answered student questions and provided key information on the government that students used to be active and informed citizens in order to propose their solutions.

School Board

The primary driver of governance, operations, and decision-making at the School Board level is our strategic plan.

The development of Premier Charter's strategic plan led to the establishment of a series of Key Performance Indicators (KPIs). Many of these KPIs also have one or more related leading indicators. KPIs and leading indicators are either annual or periodic according to how data is collected. All KPIs and leading indicators are monitored and tracked in real time in a school data dashboard. Every month, all periodically collected KPIs and leading indicators are reviewed by the board. Annual KPIs and leading indicators are reviewed according to an annual review cycle. For example, all data related to MAP is reviewed after MAP data release, all data associated with student growth monitored by internal benchmarking is reviewed 3x per year. In addition, specific progress towards plan priorities, initiatives and milestones are reviewed monthly as part of the Head of School and Educational Outcomes Committee's reports to the Board. Monthly CEO's report and Finance Committee's reports to the board allow the board to monitor budget and strategic priorities, initiatives and milestones and each annual budget is based around strategic plan priorities and initiatives. Strategic Plan Initiatives and Milestones are reviewed and updated quarterly by the school's leadership team and Board. In addition to monitoring KPIs, leading indicators, and priorities, initiatives and milestones at the Board and school leadership level, Premier Charter continues to engage and communicate with stakeholders through annual student, staff and family needs assessment surveys and an annual Board/Family meeting to review and discuss initiatives and needs. This is in addition to all regular needs assessments, progress monitoring/data collection and family meetings associated with Federal Title Programs.

B.8: Partnership Beyond the School

Premier Charter School has made significant contributions beyond its own community, actively disseminating best practices and innovative approaches to other schools and educational institutions. Through partnerships, hosting opportunities, and leadership in educational initiatives, PCS continues to serve as a model for effective teaching, character education, and tiered support systems.

One of the school's long-standing collaborations is with the college of education at Saint Louis University (SLU) and the University of Missouri-St. Louis (UMSL). For several years, PCS has partnered with both universities to host undergraduate students who engage in real-time learning and classroom application. Professors from both institutions teach courses directly at PCS, with subjects such as literacy, math, and social studies offered on-site. This unique partnership allows college students to apply what they learn immediately in PCS classrooms, enriching their teacher preparation with practical experience. PCS also hosts several student

teachers each year, providing them with a hands-on learning environment as they transition into the teaching profession.

Additionally, PCS has taken an active role in sharing its systems and processes with other schools, particularly in the area of tiered systems of support. PCS has hosted multiple meetings where educators from other schools have come to learn about the successful support systems in place, aimed at providing targeted interventions for students based on their academic and social-emotional needs. These sessions have allowed other schools to adopt and implement similar structures, benefiting students across the region.

For over a decade, PCS has also served as a host site for the Leadership Academy in Character Education, a highly respected program through the Center for Character and Citizenship (UMSL) that brings area educational leaders to the school for an immersive learning experience. During these visits, leaders spend the day at PCS, gaining insights into the school's comprehensive character education and social-emotional learning (SEL) processes. The academy has allowed PCS to share its best practices in creating a culture of character and well-being, empowering other schools to implement similar frameworks. All leaders of the school have graduated from the leadership academy in character education as well as 6 instructional coaches.

Furthermore, PCS has served as a host for international scholars and student teachers, offering them the opportunity to learn from the school's work in character education and English language learning systems of support. This international collaboration reflects PCS's commitment to sharing its practices with the global educational community and contributing to the advancement of education beyond its immediate environment.

The experiences of both the board and the superintendent are vast. The board expertise ranges from higher education to the finance sector and all are veteran board members. Various members of the board regularly engage in workshops and partnerships centered around the strategic plan for the school. The board has a great presence in the St Louis business community and they are always creating community partnerships with the school to further develop and enhance what is going on academically, socially and emotionally.

The superintendent/CEO also regularly creates community partnerships to strengthen the practices aligned to the mission of the school. Dr. Julie Frugo, has played a significant role in mentoring and guiding the next generation of school leaders. She has served as a mentor for several new school leaders, providing them with the guidance and support needed to develop their leadership skills and navigate the complexities of running successful schools.

Dr. Frugo has also shared the innovative work happening at PCS on both local and national stages. She has presented at numerous national and local conferences, highlighting PCS's best practices in areas such as character education, social-emotional learning, and tiered coaching and mentoring professional growth structures. Her presentations emphasize the importance of innovative approaches to education and leadership, and she is recognized as a thought leader in the field.

In addition, Dr. Frugo regularly speaks to undergraduate and graduate-level courses at local universities on topics related to school innovation and school leadership. These speaking engagements allow her to influence and inspire future educators and leaders, sharing the unique approaches PCS has implemented to foster student growth and success. She is currently serving on the Dean's Cabinet which is a board at UMSL informing opportunities for the school and helping apply the charter lens to future planning. Also leading work with partners like Bellwether Education, Attuned Education Partners, EdFuel and The Management Center have enhanced the various systems required to lead an effective LEA.

B.9: Plans for Expansion or Replication

Premier Charter School does not have any current plans for expansion or replication. In the school's strategic plan written prior 2020, there was a goal to build a new facility on the current campus, but those plans had to be put on hold. The current facilities are reaching the limits of their capacity, and discussions of creating a new space may be discussed in the near future.

B.10: Closure Plan

In the event Premier Charter School were to close, the school would follow the UMSL closure plan as outlined in the UMSL CSO Handbook.

C. Facility and Budget

C.1: Facility

Premier Charter School has occupied its current facilities since 2017, when the school purchased the land and remaining buildings that were not being used by the school on the campus. Prior to the 2018-2019 school year, Premier Charter School operated out of 3 buildings and had partial use of the multipurpose building. Now, Premier Charter School operates out of 5 buildings, the Early Childhood, Elementary, Middle School, Multipurpose and Administrative buildings. The school is constantly seeking ways to use its facilities and grounds to the best of its ability, and has been making annual upgrades to the facilities and infrastructure. Most recently, Premier Charter School used grant money to install new video surveillance cameras to complete a 360 degree eye on the campus along with adding some cameras inside the buildings to enhance the security for the stakeholders within the confines of the buildings. Additionally, the school has recently purchased new cafeteria equipment to replace older pieces and is in the process of installing a new generation of ClearTouch boards in a number of classrooms to replace the first generation boards that were installed several years ago. Outside, the school is beginning to find more ways to utilize the 20+ acres that it occupies by bolstering its athletic programming and incorporating more outdoor learning activities for the students. The school board and leadership group at Premier Charter School are in constant communication, along with getting input from staff, families and other stakeholders, regarding the best uses for its facilities and what long-term needs may need to be addressed.

C.2: Budget: See Appendix B

Premier Charter School seeks to align resources in a prudent manner that aligns to producing high academic outcomes. PCS administrators work closely with highly experienced Finance Committee Board Members in preparing and presenting a budget to the full board for approval in the Spring. A revised budget is presented in September for Board approval after various assumptions become more refined through the summer months. The budget packet includes financial reporting such as the budgeted Statement of Activities Information (Income Statement), current Statement of Financial Position (Balance Sheet) information, Statement of Cash Flows, and Salary and Benefits summary information. Throughout the fiscal year, PCS administration prepares monthly financial reporting, including comparing budgeted vs. actual financial results to identify favorable or unfavorable trends and to ensure resources are being allocated to the agreed upon budget areas. Results are presented during Board meetings and discussed in detail during Finance Committee meetings. If there are significant changes to operations impacting finances, the Board has a process in place to approve amended versions of the budget.

C.3: Transportation

Premier Charter School does not provide transportation to or from school to our student body. We provide transportation to our homeless families as well as our offsite students that receive Special Education services. To better accommodate families, we do offer an on-site Before and After School Program that runs from 6:00 until the start of school and from dismissal until 6:00. Our goal is to expand the capacity of this program to serve all families who need it during the next charter term.

D. Assessment of Progress

D.1: Performance Contract Assessment

For any indicator or measure on the most recent Annual Review that the school did not earn a meets or exceeds provide:

- an analysis explaining why the school is not meeting or exceeding,
- any actions already taken to address the indicator or measure, and
- an explanation and timeline for how the school plans to address those areas in the next charter term.

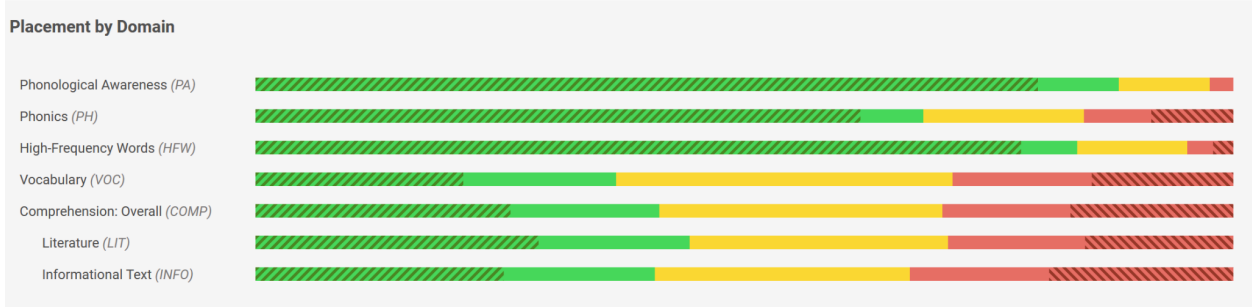
Academic Performance		
Standard Rated “Does Not Meet” or “Partially Met	Target	Actual SY23
ELA MPI: All Students	300	292
ELA Proficient/Advanced: Student Groups	27%	22%

ELA MPI: Student Groups	275	270
Math Proficient/Advanced: Student Groups	17%	14%
Science Proficient/Advanced: All Students	34%	27%
Science Proficient/Advanced: Student Groups	22%	16%
Science MPI: All Students	306	265.5
Science MPI: Student Groups	279	234.5

ELA All Students and Student Groups-Proficient and Advanced and MPI

Analysis: An analysis of SY23 ELA MAP assessment data by standard revealed that 7 of the 10 lowest-performing standards were in the writing and language domains, regardless of grade level. Specifically, the W1, W3, and L1 standards. This trend impacted all grades with the exception of 8th. In addition, we frequently saw R1 standards as low-performing across grades.

In addition, for SY24 MAP, ELA MPI for all students improved from 292 to 306.3 and ELA MPI for student groups from 270 to 271.9.⁶ We also saw a modest increase in percent proficient/advanced for student groups from 22% in SY23 to 22.6% in SY24. Therefore, we are seeing progress in the area of literacy. Internal SY24 literacy benchmark assessment data allows us to dig deeper into the trends revealed on MAP, particularly in the domain of reading.



This data indicates that overall proficiency in the comprehension domains are the lowest comparatively; the phonics domain also poses a challenge for our students. This trend holds across grade levels.

Actions Already Taken: We have put a number of short and long term strategies in place to respond to this data. Our reading intervention team has analyzed all students’ individual literacy data and created intervention groups based on need. These intervention groups meet daily and are taught by reading specialists, classroom teachers, ELL teachers, special education teachers and gifted instruction teachers depending on the need of the group. However, our reading

⁶ All MPI calculations use the MSIP 5 calculation method as that is the method used for establishment of goals in charter contract.

specialists have worked with all teachers to develop interventions and track progress data. We formally review student data 2 times each 5 weeks and course correct as needed. Along with this, we have developed specific lessons and activities that parents can use at home. Parents have access to the PCS Literacy at Home Website where they can find at-home materials that are aligned to the specific at-home lessons that have been assigned to their children. According to the SY24 end of year literacy diagnostic assessment, 29 of 95 (31%) of students who qualified for a Reading Success Plan in fall did not qualify in spring.

In addition, each grade level (subject area in middle school) has a dedicated instructional coach who regularly supports teachers in instructional planning and lesson internalization. This also includes frequent in-class observations, feedback, and real-time coaching.

From a longer-term perspective, we recognize the need to ensure that our Tier 1 curricular materials are consistent from grades K-8, rigorous, and aligned to learning standards. Previously, we used 2 different curricular resources in ELA. One was for grades K-5 and the other was for grades 6-8. In addition, strand-level data indicated a need for additional emphasis in phonics. We also need to ensure that this Tier 1 curriculum is implemented with fidelity and using effective instructional practices. We have selected the DESE-approved CKLA curriculum for literacy and are beginning initial professional development. In addition, all grade level instructional coaches will be focusing most of their in the classroom coaching work around literacy for the 2024-2025 school year.

Timeline for Next Charter Term: There will be a significant amount of time and resources devoted to professional development in the areas of literacy and writing during our next charter term. In addition, we are also planning on hiring additional reading specialists to both provide direct student support to students and professional development and coaching to classroom teachers.

Math Student Groups-Proficient and Advanced

Analysis: Over the course of the last 2 school years, our student group MPI in math has improved from 217.2 in SY23 to 227.2 in SY24. Over that same time, students scoring Proficient/Advanced climbed from 13.6% in SY23 to 18.1% in SY24. SY23 marked the adoption of the evidence-based math curriculum Ready Math in grades K-8. Prior to the Ready Math adoption, we used one program for grades K-5 and a separate one for grades 6-8. In addition, SY23 is the first in which we had dedicated instructional coaches at all grade levels. These coaches specifically supported teachers in math for SY23. This involved leading unit internalization meetings prior to all units and frequent, in the classroom coaching and modeling of effective instructional practices. Through this coaching, we found that our math teachers need additional professional development in effectively using in-the-moment formative assessment data to address minor misconceptions when they come up during the course of a unit.

Actions Already Taken: The large amount of time that coaches, principals, math interventionists and our lead math instructional coach spend in math classrooms has been helpful in identifying the trends outlined above regarding utilization of formative assessment. As we begin planning for the 2024-2025 school year and beyond, building teacher capacity both in use of formative assessment data and understanding of developmental learning progressions in math has become one of the focuses of our math professional development program. In addition, we are developing professional development around utilization of existing math resources and materials to help teachers know how to respond to formative assessment data.

Timeline for Next Charter Term: We have added an additional math interventionist for the 2024-2025 school year to provide direct intervention and remediation support to students. We will also be adding more direct modeling and in class coaching on how to utilize and respond to in-the-moment formative assessment data.

Science All Students and Student Groups-Proficient and Advanced and MPI

Analysis: Historically, we typically see a gap between the performance of our 5th and 8th grade students in science. As of the SY23 MAP science assessment, there was more than a 16 percentage point gap between our 5th and 8th grade students. Middle school students attend a dedicated science block three times per week and these classes utilize a highly rated set of curricular materials (Amplify Science). Elementary students have science integrated into PBL (project based learning) projects. While this is an effective and engaging instructional approach, in some cases it does not allow for as much in-depth science laboratory work as desired.

Actions Already Taken: Our primary work thus far has been related to a thorough data analysis of science achievement data. Obviously, science is only assessed at the 5th and 8th grade levels on the MAP assessment. In addition, we currently do not have a science assessment as part of our schoolwide benchmark assessment system. As a result, we have had to focus primarily on standards mastery assessment data at the grade, classroom, and individual student level. This data analysis has not yielded strong trends related to curricular domains. Ultimately, across all science domains, the most significant challenge relates to what has sometimes been referred to as the scientific method or thinking like a scientist.

Timeline for Next Charter Term: In SY 23, our 8th grade students were at 36% P/A which exceeds our schoolwide 34% proficiency goal on our performance contract. Conversely, our 5th grade students only reached 19.6% P/A. As discussed in the Analysis section above, there are differences in the way our elementary (K-5) and middle school (6-8) students experience science. Our middle school students have a dedicated science class that meets according to their regular block schedule. Middle school science also utilizes an evidence-based curricular program, Amplify Science. Currently, elementary students experience science as part of their PBL project curriculum. We have evaluated our PBL scopes and sequences and identified that there exist science topics/standards that are not taught to the necessary depth of knowledge. Over the course of our next charter term, we will re-design our schoolwide schedule to provide our elementary students with more dedicated science time, particularly hands-on experiential

science time. This will come through regularly scheduled science lab-based instruction that will take place in addition to the science instruction that is integrated into PBL projects. This will allow us to ensure that all science standards and practices at the elementary level are taught to the appropriate depth.

Learning Environment		
Standard Rated “Partially Meets”	Target	Actual SY23
Attendance	85%	72.2%

Analysis:

When we examine simple, daily, building-level ADA, we remain above 90% as we have been traditionally. However, when we examine 90-90 proportional attendance rate, we see a decline from above 85% in 2021 to just over 72% in 2023. Prior to 2021, our most significant attendance concerns related to a small number of chronically truant students. In the last 3 years, we have seen a significant shift in attendance patterns. We do still have a small percentage of chronically truant students. However, we are also seeing an increase in the number of students who are missing between 3 and 5 additional school days each year, which is having a significant impact on our 90-90 proportional attendance.

Actions Already Taken:

Prior to the last few years, we have primarily focused our attendance efforts on partnering with families and outside agencies to support the attendance of chronically truant students. However, the data clearly indicates that we need to begin examining attendance trends of all students with as much scrutiny as those chronically truant students. As a school, we now review all students’ year to date attendance percentages every two weeks and deliver targeted interventions much more quickly to ensure that students are not falling below the established 90% yearly attendance target. We work with parents and outside agencies as needed to support student attendance, but we have also started involving students more in monitoring and managing their own attendance and celebrating successes. The result has been an improvement in 90-90 proportional attendance from 72% in SY 23 to 79.8% in SY24.

Timeline for Next Charter Term: Strong, consistent communication and engagement with families is a proven, high-yield strategy for addressing student attendance.⁷ As a society and as a school, we have made a dramatic shift in what we communicate about attendance. Upon return from the COVID pandemic, we communicated to families to stay home if you do not feel well. In addition, we continue to focus on the social and emotional well-being of students and

7

School Attendance Matters: Research Insights for K-12 Schools and their Staff
<https://crane.osu.edu/our-work/school-attendance-matters-research-insights-for-k-12-schools-and-their-staff/>

staff, which has led to an increase in mental health/self care days. The result has been that many of our students have been missing a few more days than they would have typically. It is not even on the radar of many of our families that attendance might be a concern because missing 2 or 3 days per semester does not seem significant, but 2 absent days per semester leads to a proportional attendance rate less than 90%. As of the end of the 2023-2024 school year, our 90-90 proportional attendance rate is projected to be 80%, as opposed to the 72% where we ended the year last year. This speaks to the success that our current approach has been having. We will continue to use attendance trend data to course-correct as needed.

Governance
Standard Rated “Does Not Meet”
The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication

Analysis: The PCS Board completed a revised Board Self-Assessment document at the end of SY24 to be used for SY25. On prior self-assessments, the major finding was a need to continue to expand and diversify the board, including diversity of backgrounds and areas of expertise. Succession planning was also an area identified as a need.

Actions Already Taken: The PCS Board added two new members during SY24, one with a background in non-profit management and one with a background in technology. Both new board members are also persons of color. The board also began work on succession planning, particularly in key leadership positions on the board.

Timeline for Next Charter Term: Over the course of the next charter, the board will maintain its focus on outreach for potential new members and succession planning. In addition, one of the primary board initiatives over the course of this next charter is to provide oversight as the school works towards its established academic and character goals as defined by the elements of our graduate profile.

Premier Charter School

2024-2025 Board of Directors Roster

Mr. Joe Blomker

Board Chair

Maryville Consulting Group

Term expires: 2025

Three Year Term

Finance Committee

Area of Expertise: Leadership; Technology

Mr. Carr Trovillion

Finance Chair & Board Vice Chair

Drury Hotels Company, LLC

Term expires: 2024

Third Three-Year Term

Finance Committee

Area of Expertise: Finance

Dr. Kathryn Mitchell Pierce

Education Chair & Board Vice Chair

Saint Louis University

New Term expires: 2025

Third Three-Year Term

Area of Expertise: Education – Literacy /

Pedagogy

Mr. Dave Mueller

Facilities Chair & Board Secretary

Fortune Group, LLC

Term expires: 2025

Three Year Term

Finance Committee

Area of Expertise: Finance; Facilities

Mr. Ben Barnes

Nominating Committee Chair

RubinBrown

Term Expires: 2026

Third Three Year Term

Finance Committee & Nominating
Committee

Area of Expertise: Finance

Ms. Colleen Wilson

Educator

Term expires: 2025

Three Year Term

Nominating Committee

Area of Expertise: Education - Elementary

Mr. Peter Finley

UNandUP

Term expires: 2025

First Three Tear Term

Finance Committee

Area of Expertise: Finance

Mrs. Cassandra Ray

St. Louis Zoo

Term Expires: 2027

First Three Year Term

Area of Expertise: Finance; Non-Profit
Management

Mr. Derrick Brooks

Commerce Bank

Term Expires: 2027

First Three Year Term

Area of Expertise: Business; Technology

Appendix A

PCS Instructional Coaching Role & Responsibilities

Role Overview:

The PCS Instructional Coach plays a pivotal role in supporting and enhancing the instructional practices of teachers to improve student outcomes. This position requires a deep understanding of effective teaching strategies, a passion for continuous improvement, and the ability to build strong relationships with teachers. The instructional coach will provide side by side coaching, collaborate with teachers on planning, and foster a culture of professional growth and development.

Responsibilities:

1. Provide Side by Side Coaching:

- Collaborate with teachers to identify areas of instructional growth and develop personalized coaching goals.
- Conduct regular classroom observations, provide constructive/responsive feedback (3-2-1 feedback: 3 commendations, 2 recommendations, 1 action step), and model effective instructional strategies through See it-Name it-Do it (SND) coaching cycles.
- Support teachers in implementing research-based instructional practices that align with the vision for exemplary instruction and the graduate aims.
- Assist teachers in analyzing student data to inform instructional decisions and differentiate instruction to meet diverse student needs.

2. Collaborative Planning:

- Lead and advise teachers through an intellectual prep unit planning process to ensure priority elements of units are included and deeply understood.
- Work closely with teachers to collaboratively plan engaging and rigorous lessons that incorporate best practices.
- Facilitate data-driven discussions to inform instructional planning and identify (and at times implement) intervention strategies for struggling students.

3. Build Capacity and Professional Development:

- Co-design & deliver professional development learning & ongoing training to improve instructional practices (based on priority instructional practices and data driven need).
- Stay current on educational research, trends, and best practices in instructional coaching and adult learning.
- Provide resources, tools, and support to teachers to help them stay updated with the vision, mission and core model work at PCS as well as the latest educational resources and strategies.

4. Relationship Building:

- Develop and maintain positive and collaborative relationships with teachers, administrators, and other instructional staff.
- Serve as a trusted advisor and sounding board for teachers, offering guidance, support, and encouragement.
- Foster a culture of professional learning and collaboration by facilitating communities of practice and learning.
- Actively participate in Instructional Leadership Team (ILT) meetings

Since beginning this coaching model and continuing into the 24-25 school year, coaches completed between 16-20 coaching cycles per year with each general education teacher. Specific special education teacher coaching also took place and aims in the future to follow a cadence closer to that of the general education teachers. The below graphic depicts the coaching routine that occurs between the instructional coach and individual teacher for each cycle.



Appendix B: Five Year Budget

**Premier Charter School
5 Year Operating Budget
For the fiscal year ended June 30, 2025 through June 30, 2029**

	2024-25	2025-26	2026-27	2027-28	2028-29
	Budget	Budget	Budget	Budget	Budget
Average Enrollment	933	933	933	933	933
Weighted Average Daily Attendance (WADA)	1062	1062	1062	1062	1062
Ordinary Income/Expense					
Income					
Special Education Revenue	\$ 350,158	\$ 358,912	\$ 367,885	\$ 377,082	\$ 386,509
Federal Revenue - Title and Food Service Programs	\$ 997,989	\$ 1,022,939	\$ 1,048,512	\$ 1,074,725	\$ 1,101,593
State Revenues	\$ 14,894,064	\$ 15,423,654	\$ 16,004,399	\$ 16,607,634	\$ 17,234,241
Local Revenues	\$ 550,425	\$ 564,186	\$ 578,290	\$ 592,748	\$ 607,566
Direct Public Grants	\$ 775,000	\$ 900,000	\$ 1,050,000	\$ 1,000,000	\$ 825,000
Total Income	\$ 17,567,636	\$ 18,269,690	\$ 19,049,086	\$ 19,652,188	\$ 20,154,909
Expense					
Academic Instruction	\$ 8,105,547	\$ 8,478,020	\$ 8,884,960	\$ 9,179,607	\$ 9,484,622
Special Education	\$ 2,167,484	\$ 2,262,255	\$ 2,365,604	\$ 2,440,952	\$ 2,518,879
Student Support Services	\$ 1,546,393	\$ 1,651,662	\$ 1,715,387	\$ 1,765,979	\$ 1,818,195
Professional Development and HR services	\$ 339,348	\$ 350,232	\$ 361,758	\$ 371,699	\$ 381,925
School Management & Support	\$ 2,565,585	\$ 2,675,443	\$ 2,790,515	\$ 2,870,218	\$ 2,952,388
Facilities	\$ 1,177,433	\$ 1,214,397	\$ 1,253,439	\$ 1,288,106	\$ 1,323,791
Ancillary Programs Daycare and other	\$ 643,113	\$ 673,682	\$ 706,497	\$ 729,494	\$ 753,272
Total Expense	\$ 16,544,903	\$ 17,305,691	\$ 18,078,159	\$ 18,646,055	\$ 19,233,073
Net Ordinary Income	\$ 1,022,732	\$ 963,999	\$ 970,928	\$ 1,006,133	\$ 921,837
Net Other Income (see page 2)	\$ (975,376)	\$ (960,258)	\$ (944,322)	\$ (927,567)	\$ (909,992)
Net Income (loss)	\$ 47,357	\$ 3,740	\$ 26,606	\$ 78,566	\$ 11,844