

MISSOURI STATE BOARD OF EDUCATION AGENDA ITEM:**February 2016**

CONSIDERATION OF CHARTER SCHOOL APPLICATION
RENEWAL FOR PRECLARUS MASTERY ACADEMY

STATUTORY AUTHORITY:

Sections 160.400 and 160.405, RSMo

Consent
ItemAction
ItemReport
Item

DEPARTMENT GOAL NO. 1:

All Missouri students will graduate college and career ready.

SUMMARY:

The 1998 session of the Missouri legislature authorized establishment of charter schools. Renewal charter applications are submitted every five years. Section 160.405.9, RSMo requires the State Board of Education to vote to renew the charter after the sponsor has demonstrated compliance with state and federal law.

The Department has received a request for a renewal of a charter school application approved by the University of Missouri-St. Louis (UMSL). Preclarus Charter LEA currently serves 153 students in grades 5-8. Test scores will be presented for the past three years. The Preclarus LEA has requested that UMSL renew its charter for a term of five years beginning July 1, 2016, and ending June 30, 2021.

Department staff met with UMSL staff as well as the LEA administration concerning low academic performance—an Annual Performance Report (APR) of 45.7% for both 2014 and 2015. UMSL has submitted a performance contract with specific performance goals at the end of the first year of this renewal (Summer 2017). An APR of at least 68% as well as MAP Performance Index (MPI) scores in the range of “On Track” will be required for this LEA. Failure to meet these terms will result in the sponsor revoking the charter and contract for Preclarus.

PRESENTERS:

Chris Neale, Assistant Commissioner of the Office of Quality Schools; and Curt Fuchs, Coordinator of Educational Support Services, will assist in the presentation and discussion of this item.

RECOMMENDATION:

The Department recommends that the State Board of Education authorize Preclarus Charter LEA to continue operations pursuant to the charter renewal granted by University of Missouri-St. Louis, effective July 1, 2016 for a five year period. The Department’s recommendation is based on the sponsor’s assurances found in the performance contract presented by UMSL.

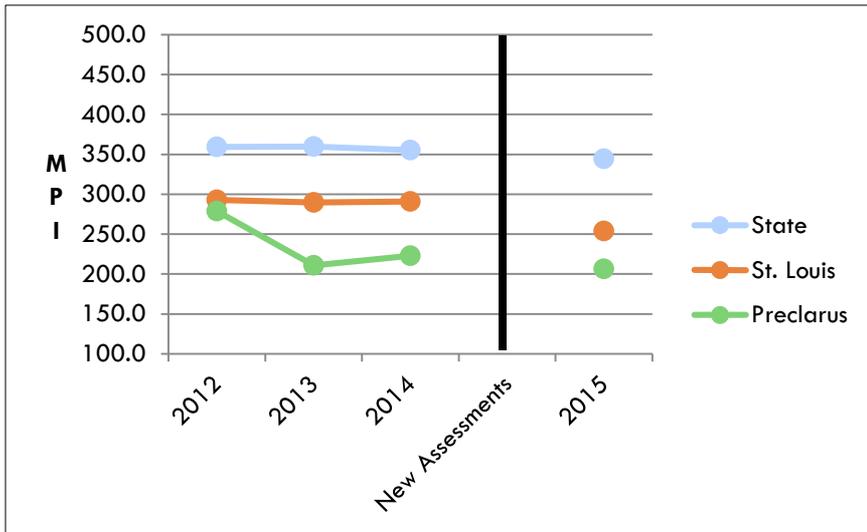


PRECLARUS MASTERY ACADEMY PERFORMANCE DATA

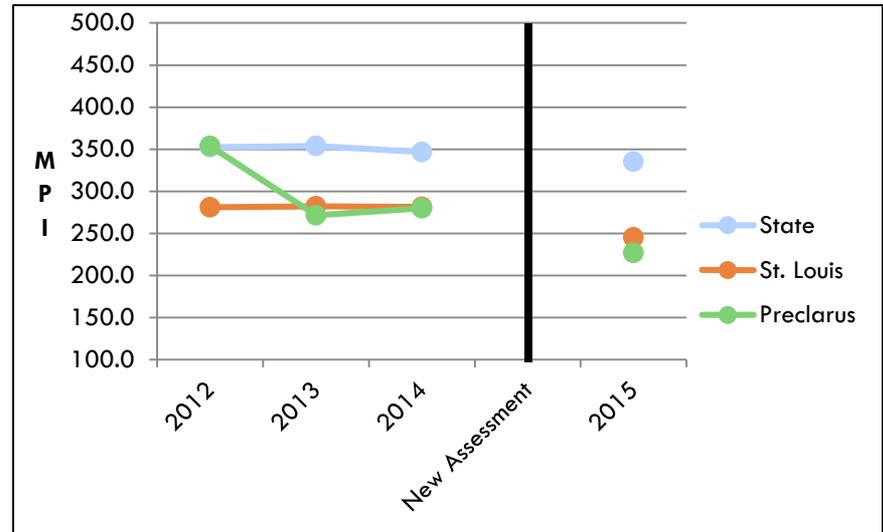
February 2016

Missouri Department
of Elementary and Secondary Education

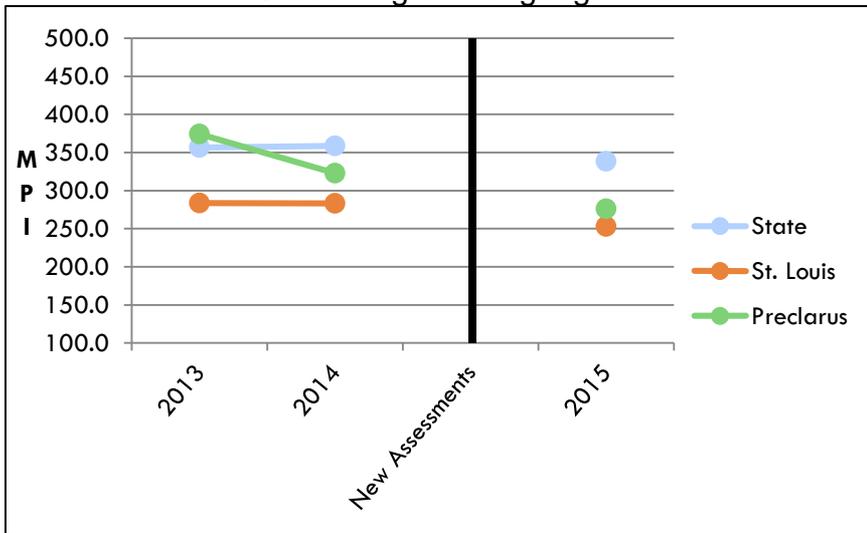
5th Grade English Language Arts



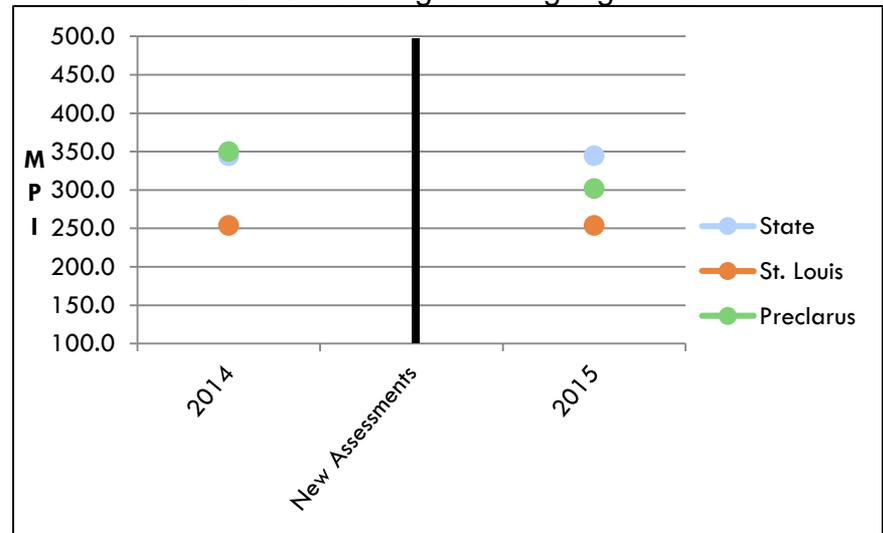
6th Grade English Language Arts



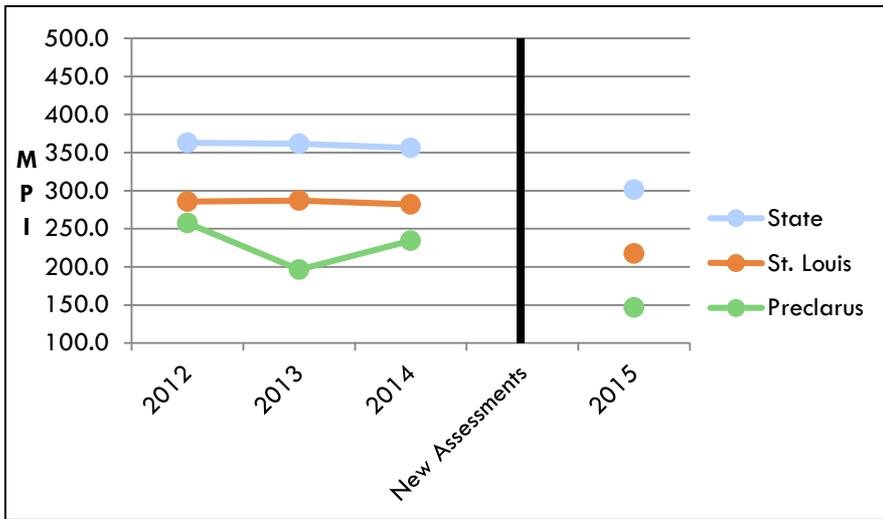
7th Grade English Language Arts



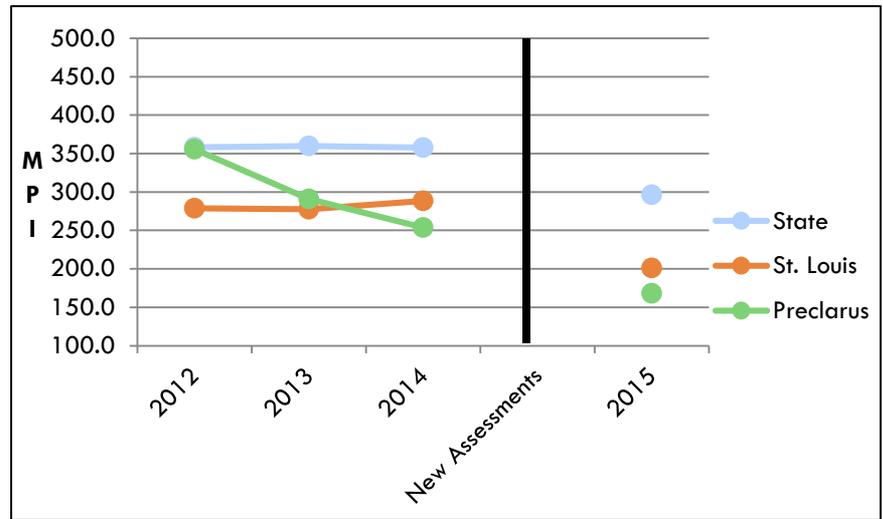
8th Grade English Language Arts



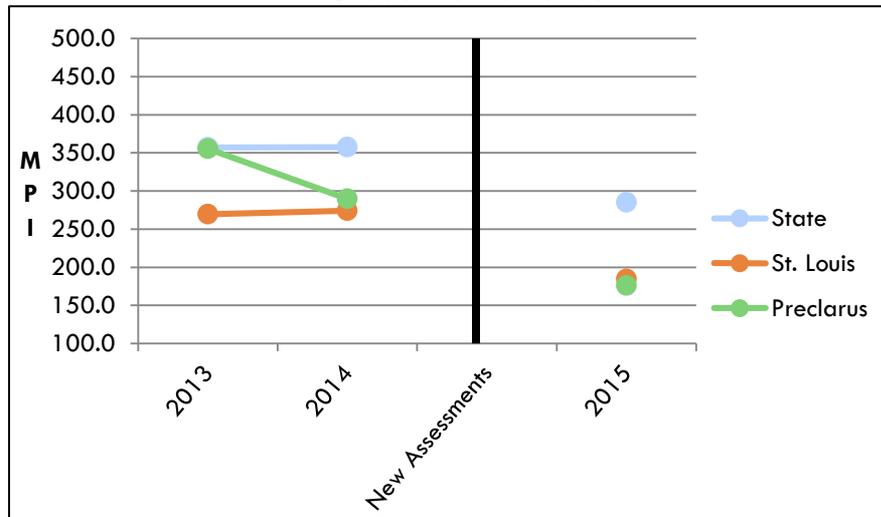
5th Grade Mathematics



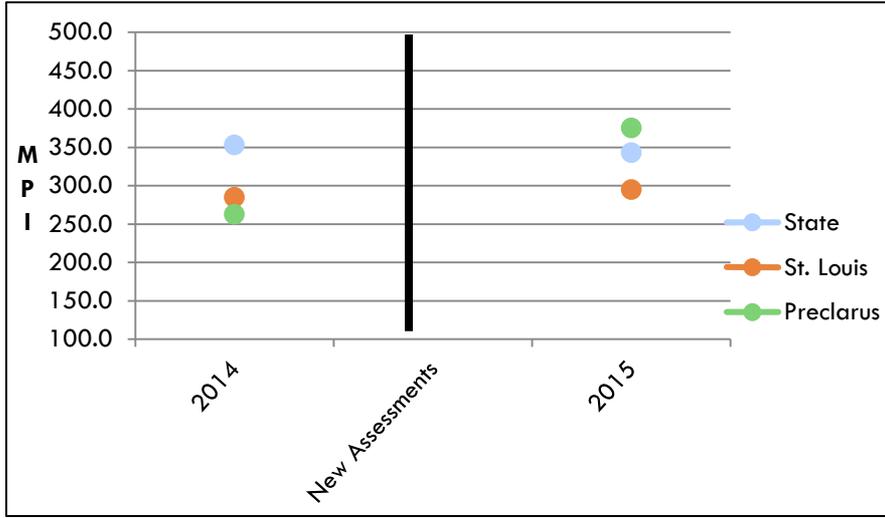
6th Grade Mathematics



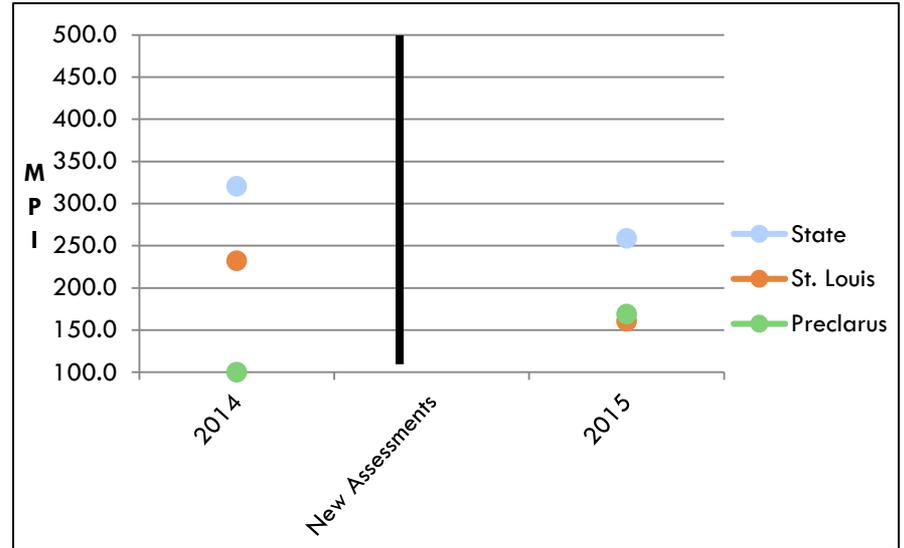
7th Grade Mathematics



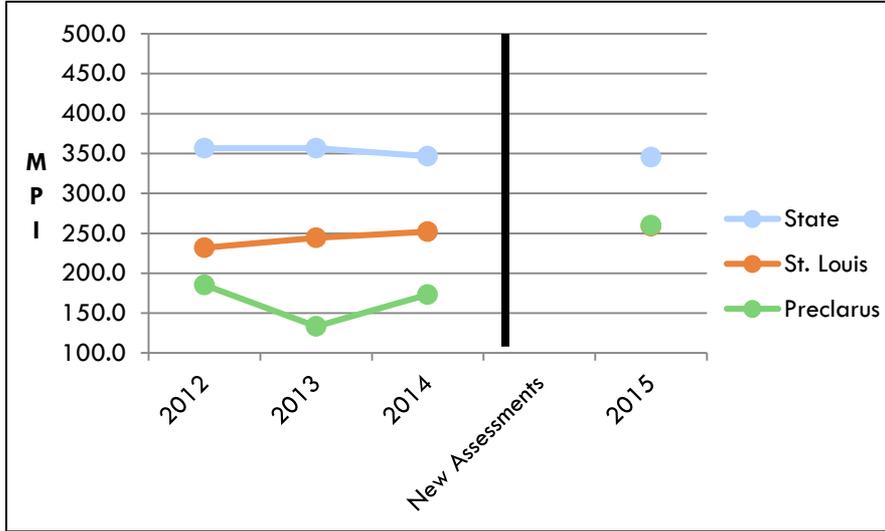
8th Grade Mathematics



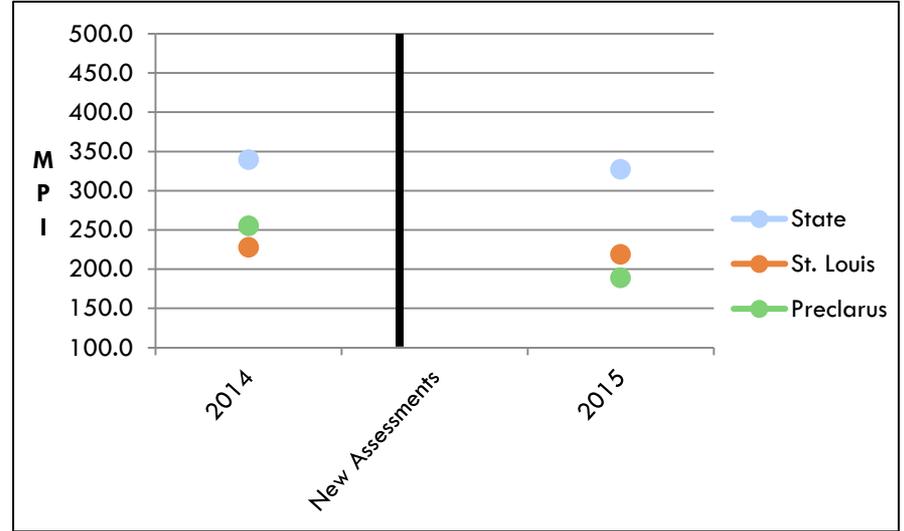
Algebra I



5th Grade Science



8th Grade Science



Contact Us

dese.mo.gov

communications@dese.mo.gov



Preclarus Mastery Academy

Charter Renewal Application

2015-2016



Charter Schools Office
3651 Olive Street Suite 203D
St. Louis, MO 63108

Dec. 10, 2015

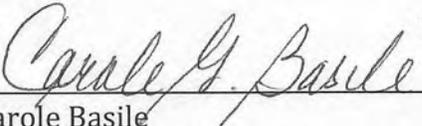
Charlie Shields: President, Missouri State Board of Education
Vic Lenz: Vice-President
Members of the State Board of Education

This letter serves as notification that the University of Missouri-St. Louis has carefully reviewed the charter school renewal application submitted by the Board of Directors of Preclarus Mastery Academy and fully endorses its contents. We support the school's renewal request.

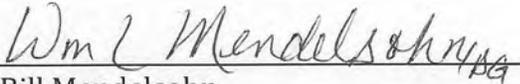
To be transparent, Preclarus Mastery Academy struggled through its first four years. As its sponsor, we placed them on probation last year (2014-15) and were prepared to deny the school's request that we continue to sponsor them through another five-year cycle. But over the last six months, the school has undergone significant changes in all areas; including leadership, staffing, operations, academic program, and teacher support. The Charter Renewal Application includes detailed descriptions of these changes. Our sponsor's office has closely monitored their impact and has determined that the school is heading in a good direction and deserves our support. We also developed an explicit performance contract with Preclarus that lays out very specific terms that, if unmet, could result in revocation of their charter and closure of the school at the end of the 2016-17 school year.

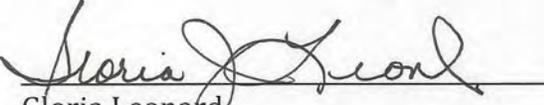
UMSL believes that Preclarus is addressing its challenges effectively and will become a strong school. That stated, we will continue to closely monitor the school's performance to ensure that the students it serves receive the quality education they deserve.

Sincerely,


Carole Basile
Dean, College of Education


Glen Cope
Provost and Vice Chancellor for Academic Affairs


Bill Mendelsohn
Executive Director, Charter Schools Office


Gloria Leonard
Director, Business Services

SCHOOL/LOCAL EDUCATIONAL AGENCY (LEA) NAME: Preclarus Mastery Academy	COUNTY-DISTRICT CODE: 115-919
NAME OF SCHOOL/LEA CONTACT PERSON: Dr. Tonya Harris	SCHOOL/LEA CONTACT PHONE NUMBER: 314-454-0815
SPONSOR NAME: University of Missouri, Saint Louis	APPLICATION FORM DUE DATE: JANUARY 1
NAME OF SPONSOR CONTACT PERSON: Bill Mendelsohn	SPONSOR CONTACT PHONE NUMBER: 314-516-4872

DIRECTIONS

Charter schools desiring to renew their charter must submit this application electronically by responding to the following sections. The application cover page must be signed by the authorized representative and then scanned into an electronic document.

The body of the application may be recreated in a word processing format with all appropriate section numbers and subparagraphs. Responses to each section should follow that order. Appendices and reference material are to be included at the end of the application.

The pages must be numbered and a minimum of a twelve-point font should be used. The document should be submitted in a PDF format.

EMAIL the completed form prior to January 1 to: webreplyimprcharter@dese.mo.gov

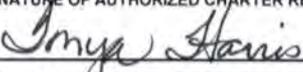
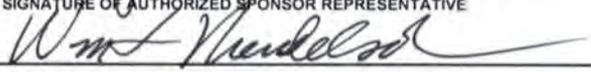
QUESTIONS: Contact Educational Support Services at 573-751-2453 or webreplyimprcharter@dese.mo.gov

ASSURANCES

The authorized representative assures the Department of Elementary and Secondary Education (Department) that sponsor and all sponsored charter schools, in accordance with sections 160.400-160.425, RSMo, shall:

1. Receive and expend state/federal funds in a manner consistent with the intent of the approved application.
2. Acknowledge sponsor's intent to comply with the Standards for Charter Sponsorship as outlined in 5 CSR 20-100.260 and other applicable rules.
3. Keep such records for a period of three years and provide such information as may be necessary for the fiscal program auditing and for program evaluation; provide the Department any information it may need to carry out its responsibilities under the programs.
4. Adhere to the requirements of the applicable state statutes and regulations, the state rules governing the programs, and all other applicable statutes.

The board-authorized representative understands the assurances and the responsibility for compliance placed upon the applicant. The applicant will refund directly to the Department the amount of any funds made available to the applicant that may be determined by the Department, or an Auditor representing the Department, to have been misspent or otherwise misapplied.

SIGNATURE OF AUTHORIZED CHARTER REPRESENTATIVE 	DATE 12-16-15
SIGNATURE OF AUTHORIZED SPONSOR REPRESENTATIVE 	DATE 12-16-2015

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator – Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street,

P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

STATE OF MISSOURI



Jason Kander
Secretary of State

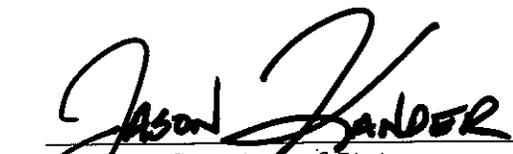
CERTIFICATE OF AMENDMENT

WHEREAS,

Preclarus Mastery Academy
N00921484

a corporation organized under The Missouri Nonprofit Corporation Law has delivered to me Articles of Amendment of its Articles of Incorporation and has in all respects complied with the requirements of law governing the Amendment of Articles of Incorporation under The Missouri Nonprofit Corporation Law, and that the Articles of Incorporation of said corporation are amended in accordance therewith.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 5th day of February, 2016.


Secretary of State



STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF RESCISSION

I, JASON KANDER, Secretary of State of the State of Missouri, hereby certify that the forfeiture/administrative dissolution entered against

Preclarus Mastery Academy
N00921484

on 12/31/2015, as provided in the State of Missouri Nonprofit Corporation Act was this day rescinded, and said corporation was on this date hereby restored to good standing in the records of this office.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 5th day of February, 2016.




Secretary of State

TABLE OF CONTENTS

Charter Renewal Application.....	1
Appendix A	
Artifact 1 – Overall Attendance Statistics.....	23
Artifact 2 – Overall STAR Reading performance.....	25
Artifact 3 – First In Math report	31
Artifact 4 – Overall STAR Math performance	33
Appendix B	
Artifact 1 – Board of Directors Background Assurance	36
Artifact 2 – Staffing/Reporting Structure	38
Artifact 3 – Sunshine Law Requirements.....	41
Artifact 4 – Head of School Vision	47
Artifact 5 – Mayor Slay Partnership.....	49
Artifact 6 – Homeworks! Teacher Home Visit Program Partnership.....	53
Appendix C	
Artifact 1 – Two-Year Performance Contract	58
Artifact 2 – Reading Right	66
Artifact 3 – Singapore Math	74
Artifact 4 – Schoolwide Data Presentation.....	77
Artifact 5 – Science-Based Reading Comprehension Lesson Plan	94
Artifact 6 – Data Teams	102
Artifact 7 – STAR Reading and Math Growth Report.....	115
Artifact 8 – Professional Growth Plan and Teacher Mentoring.....	119
Appendix D	
Artifact 1 – Staffing/Reporting Structure	130
Artifact 2 – Financial Plan and Projected Budget	133
Appendix E	
Artifact 1 – Data Dashboard	143

A. MISSION, VISION, AND GOALS – SECTION 160.405, RSMo

- **If applicable, present an updated, one-two sentence mission statement that defines the ongoing purpose of the school.**

To fully equip our students with the academic, social, leadership and character qualities needed to enter into AND graduate from college and universities.

- **Provide a concise projection of the school's performance over the next term of the charter. Describe the current student population. Include a detailed description of significant changes to the school's educational program, curriculum alignment, staff training or other areas that have/will be addressed to improve performance.**

Over the next term of the charter, we project a steady increase in student performance in the areas of Communication Arts, Math, and Science. Our goal is to increase our APR to 70% or greater by the second year of the charter renewal. To do so, we will maintain a laser focus on student achievement and attendance.

Current Population

Currently, Preclarus Mastery Academy's student enrollment is one hundred fifty-four (154) pupils. We serve 99.4% African American students and 0% Hispanic students. 100% of our students qualify for Free and Reduced Lunch based on the Community Eligibility Provision (CEP) guidelines. Our student population consists of 0% students with 504 plans and 12% of students with Individualized Education Plans (IEPs). We have 7% of students who qualify for homeless status as defined by the McKinney-Vento Act.

Attendance

Previously, Preclarus Mastery Academy miscalculated their attendance reporting by not accurately reporting the total time students were participating in structured learning activities. Last school year, Preclarus reported to DESE the daily hours for students were 8:30 AM to 3:20 PM Monday through Thursday and 8:30 AM to 1:00 PM on Fridays. With the reporting times stated above, Preclarus Mastery Academy students attended school 6 hours, 15 minutes per day Monday through Thursday and 3 hours, 55 minutes on Friday, which accounted for a total weekly attendance reporting of 28 hours, 55 minutes. Yet, our students' school day operated from 8:00 AM to 4:00 PM Monday through Thursday and 8:00 AM to 1:00 PM on Fridays. Students remained in an instructional environment for the duration of their day, except their lunch and initial transition to class period.

Despite the identified DESE reporting times of 8:30 AM to 3:20 PM Monday through Thursday and 8:30 AM to 1:00 PM on Fridays, Preclarus Mastery Academy staff counted students as tardy to school prior to the actual official start of the school day and marked students as early dismissal for leaving school after the official ending time of the school day.

To alleviate the attendance issues discovered, our school has made numerous changes, which has resulted in greater efficiency in our operations and greater accuracy in reporting our students' attendance. Further, we have discovered that our students 90-90 averages have increased through our

strategic focus on reporting accurate attendance on a daily basis and recognizing students for both excellent and improved attendance.

To correct our attendance reporting and ensure accuracy, we correctly reported our true student attendance times to DESE, which this year are Monday through Thursday (8:00 AM to 3:30 PM) and reduced hours on Friday (8:00 AM to 1:00 PM), which represents a weekly attendance reporting of 32 hours, 55 minutes. We improved our attendance protocols by creating a multi-tier system that requires checks and balances. Specifically, teachers take their daily attendance marking students either absent or tardy in Teacherease by 8:10 AM. The school receptionist greets late arriving students and has the student sign in their arrival time using the clock sitting on the receptionist's desk. At 9:00 AM, the school's aggregated teacher inputted attendance report is created. An office support team member goes to each class daily to obtain a head count to verify that the total number of present students indicated on the report is actually in the building. The office support staff member then reconciles the head count and the aggregated report by counting the total number of tardy students. Then, another staff member adjusts the students' attendance in Teacherease for any student who was late. Around noon, another aggregate attendance report is created and a teacher's aide goes to each classroom to ensure the students listed as absent on the report are still missing from school. Errors found are documented, reported, and corrected. A similar process is performed for early dismissal. At the end of the day a final attendance list is created and each staff member reviews the document and initials to verify the accuracy of the report. The next day, the attendance clerk runs an early dismissal report to ensure the coding of early dismissals meshes with our DESE reporting time. For example, a student who leaves school at 3:45 PM is an early dismissal for our Preclarus Mastery Academy extended school day reporting, but not DESE's reporting, as the regular school day ends at 3:30 PM.

Finally, we encourage staff and students to attend school every day, arrive on time, and remain at school all day. We recognize individual staff, students, and classes for increasing attendance rates and maintaining an above ninety percent (90%) average. The attendance committee also identifies and targets students whose attendance rate falls below the ninety percent (90%) threshold. Currently, our overall attendance rate is 92.5%. Refer to Appendix A, Artifact 1.

Achievement

Under the leadership of Dr. Harris, Preclarus Mastery Academy's educational program has significantly changed. In order to support the needs of a greater percentage of students, the Title I Reading Specialist and the Special Education teachers are using a push-in, co-teaching model in the ELA and Math classrooms. Full-time teacher assistants are placed in the fifth grade classroom to provide additional academic supports. All teachers in the building support the Missouri Learning Standard RL.1 and RL.2 reading comprehension strands using informational text. A Daily 3 instructional model has also been implemented in all areas of the building to support reading comprehension. Within the Daily 3 instructional model configuration, students enter into class and immediately perform a Do Now activity, which is followed by quickly establishing objective relevance schematic where students analyze where the current lesson fits within the unit and prior and futuristic learning. Next, students receive a fifteen to twenty minute mini lesson, which is filled with checks for understanding. Students then split into groups based upon data to work within a Review, Guided, and Justification/Independent Practice Group. Students assigned to the Guided group work with the teacher to obtain additional support in learning either the current lesson and/or previously taught skills. The Title I Reading and Special Education teachers work with small groups of students, too, to support the specialized needs of all students using specific data analysis to highlight the needs of the students served.

We progress monitor every student monthly in reading and mathematics using the Renaissance Learning STAR Assessments in order to understand where our students are performing on a grade level and month equivalency. Using the data, teachers confer with students to set goals for individual growth. Leaders use the data to set classroom and school-wide goals for improvement as well as determine professional development needs.

Our Daily 3 implementation coupled with our other instructional and intervention supports has yielded a 66.45% increase overall on the monthly STAR reading assessment. Students in fifth, sixth, seventh, and eighth grades made performance increases at a rate of 53.85%, 66.67%, 65.22%, and 74.47% respectively. Refer to Appendix A, Artifact 2 for STAR September through December comparison.

In mathematics, prior to 2014-15 school year, Preclarus Mastery Academy used Saxon Math. Teachers were not happy with it, as students were not improving in this area. The interim leadership selected Holt McDougal Common Core Edition at the mid-point of the 2014-2015 school year. Although Holt McDougal has shown to be more effective than the previous curriculum, the current leadership wanted to support students in learning the curriculum and provide teachers with better strategies for teaching; thus, the school embraced Singapore Mathematics strategies. Math and special education teachers and instructional support staff received training from the Staff Development for Educators who is renowned for their Singapore Mathematics professional development. Singapore Mathematics professional development participants were surveyed. Survey results announced the professional development was hugely successful, as participants left the training with more than five strategies they could immediately incorporate into their classes with students the next day. Further, the participants reported they learned a lot and felt relieved to participate in a content training that provided tangible, immediately useable strategies for supporting students with various mathematical abilities within the same classroom environment. Beginning in 2015-2016, Preclarus Mastery Academy obtained a subscription to First In Math, an online practice tool which provides students with additional practice in basic math concepts through Algebra. This program allows students to access math practice from any internet capable device. As students participate in online games, they earn stickers which rank them into 11 categories. Students' sticker attainment is not a one-to-one correspondence for the number of mathematics questions correctly answered to their stickers earned. Students must demonstrate a skill proficiency to be able to earn any stickers and only earn between 3 and 10 stickers for showcasing mastery of the particular game and up to 25 stickers for showcasing skill mastery in a gym, which times students and requires the student to demonstrate fact fluency in whole numbers, decimals, fractions, and integers. At this time, our students have solved a total of 685,245 math problems in the First In Math program, earning a total of 228,415 stickers. Refer to Appendix A, Artifact 3.

The chart below indicates the percentage of students who have attained each of the ranking levels:

FIRST IN MATH		
Skill Level	Sticker Requirement	% of Students in the Level
Rookie	1 – 249	14%
Student	250 – 499	13%
Scholar	500 – 999	21%
Whiz	1,000 - 1, 499	20%
Ace	1, 500 - 1,999	10%

Expert	2,000 - 2,999	10%
Mathematician	3,000 - 3,999	8%
Genius	4,000 - 5,499	2%
Mastermind	5,500 - 7,499	3%
Champion	7,500 - 9,999	0%
Grand Champion	10,000+	1%

Our First in Math implementation coupled with our other instructional and intervention supports has yielded a 69.74% increase overall on the monthly STAR mathematics assessment. Students in fifth, sixth, seventh, and eighth grades made performance increases at a rate of 69.23%, 75.76%, 69.57%, and 65.96% respectively. Refer to Appendix A, Artifact 4 for STAR September through December comparison.

All staff members at Preclarus Mastery Academy have received training on the Daily 3 Model, QAR, embedding reading comprehension strategies, using Informational Texts, teaching the Close Reading technique with Text-Dependent Questions, implementing the co-teaching model, Positive Behavior Interventions and Supports (PBIS), monitoring student learning with STAR assessments, and utilizing Data Teams to drive instruction.

Several additional topics for professional development will be addressed throughout the current school year. These topics include Olweus Bully Prevention training, supporting struggling learners, individual goal setting/conferencing, student engagement techniques, and further training with using data to drive classroom instruction.

- **Are the school's educational program goals and curriculum aligned with state standards?**
 Yes No If no, please explain.

B. ORGANIZATIONAL/GOVERNANCE PLAN – SECTIONS 160.400.5, 11; 160.405.1, 2, 5, 9; 160.408; 160.425; 167.349; RSMo

- **If applicable, provide updated Articles of Incorporation, bylaws, and Missouri not-for profit status.**
- **If applicable, provide an updated list of current board members, assurance of their most recent fingerprints and Family Care Safety Registry check, and signed Conflict of Interest disclosure forms.**

Our Board has updated membership in an effort to strengthen the Board's ability to oversee the operations of Preclarus Mastery Academy. The current board membership includes Ms. Lisa Clancy (President), Ms. Amanda Goldsmith (Vice President), Ms. Tabbatha Sipes (Treasurer), Ms. Alisha Hill (Secretary), and Mrs. Vontriece McDowell. Assurance of fingerprinting, Family Care Safety Registry, and signed Conflict of Interest disclosure forms are found in Appendix B, Artifact 1.

- **Provide a current organizational chart showing the staffing/reporting structure for the board, administration, and staff, including teachers.**

Refer to Appendix B, Artifact 2

- **The sponsor has reviewed documentation and asserts that the school uses curriculum guides, Missouri Learning Standards, has evidence of student/staff handbooks, and other standard supports.** Yes No If no, please explain.
- **The sponsor has reviewed documentation of ongoing Board training and minutes of three consecutive months of charter board meetings.** Yes No If no, please explain.
- **Show that the governing board follows the Sunshine Law requirements in conducting all public business, for example, posting meeting notices and minutes on the school's website and in the school.**

Refer to Appendix B, Artifact 3

- **Discuss the evaluation process of the LEA's leadership and any changes that have been made over the course of the charter and why the current leadership is appropriate for the future challenges.**

In the early stages of Preclarus Mastery Academy, a consistent leader evaluation tool was not in use. Over the course of the charter, an annual evaluation process for all leaders, including the Head of School and/or Executive Director, has been established. This evaluation focuses on establishing and sustaining solid student test scores.

After an extensive search in which several qualified candidates were identified, Preclarus' Board hired Dr. Tonya Harris as Head of School in May 2015, and she began her work on July 1, 2015. Originally from the East Coast, Dr. Harris brings over 15 years of educational leadership experience as an administrator, teacher, and consultant with advanced coursework Special Education and a Master's degree and a Ph.D. in Educational Administration. Most importantly, she has a strong record of leading urban schools, both traditional public and charter, to high academic achievement as well as fruitful experiences collaborating with business, civic, educational, and non-profit

agencies. Her efforts have received numerous awards and recognition, including a rating of Highly Effective, the highest rating possible on the District of Columbia Public Schools IMPACT assessment of student achievement and school leadership performance. While serving as the Principal of an elementary school in St. Louis, MO, Dr. Harris led the school to making year-end student achievement gains during the shift in testing platforms, MAP to SMARTER Balanced, in two of the three tested content areas (Reading and Science), which also was the first time in four years the school had made any achievement gains in any content area.

Under her leadership, Preclarus Mastery Academy is focused on continual growth as opposed to delayed perfection. With a growth mindset as the driving force, the school leadership team uses strategic planning to set priorities, focus energy and resources, strengthen operations, ensure that employees and other stakeholders are working toward common goals, establish agreement around intended outcomes/results, and assess and adjust strategies based on student performance. The team sets monthly goals on a 30-day plan for attendance, discipline, and academics and frequently monitors their progress towards the goals. In addition, Dr. Harris and the leadership team maintain open communication with all stakeholders surrounding current data, goals for student improvement, and student learning outcomes. Dr. Harris' vision for Preclarus Mastery Academy can be found in Appendix B, Artifact 4.

- **Explain/list any sponsor/partnership efforts that help support the charter schools(s) in increasing student performance.**

Preclarus is grateful to have received significant support from its sponsor, particularly in the areas of board governance, student support services, and academic support. Specifically, our sponsor has provided:

- Support during probation year:
 - Board training consultant
 - School improvement plan development and monitoring of its implementation.
- Bi-monthly meetings with the sponsor
- Connection to CHADS – Olweus and other CHADS programs.
- School psych intern with supervision through UMSL's School Psychology program.
- Full time Master Social Worker to begin working at Preclarus by December and over the next five years as part of a BJC-UMSL grant funded by the Missouri Foundation for Health.
- Mini-grants to help pay for STAR assessments and Singapore Math PD for teachers
- Training support to newly hired support staff in the area of MOSIS reporting to ensure the accuracy of reporting
- Assisted the new Head of School in gaining access to DESE web applications and needed contacts to better support the school in overall effective operations
- Calibrated walkthroughs with the Head of School and the Board President to ensure all individuals measured teacher performance in the same manner and ensure the quality of feedback given to teachers would improve their instructional performance delivery
- Specific feedback from weekly walkthroughs and individual conversations with staff members to provide leaders feedback to improve operations and ensure the overall effectiveness of the school climate and culture.

During the 2014-15 school year, the Board worked closely with the sponsor to secure the services of a renowned board development expert, Dr. John McClusky, founder and Professor Emeritus of the Nonprofit Management and Leadership Program at the University of Missouri-St. Louis. Over the course of a year, Dr. McClusky worked closely with the Board to clarify and strengthen the Board of Trustees role and processes, and provided coaching for the Board Chair. Bi-monthly meetings between the school leadership and the sponsor, as well as frequent meetings with the Board chair, ensure a sponsor-school relationship that is conducive to leveraging important resources for Preclarus staff and scholars. With the sponsor's support, Preclarus has also been able to secure important resources in the areas of student support and academics.

Under the leadership of Dr. Harris, Preclarus Mastery Academy has developed a partnership with Mayor Slay's office to allow our top performing eighth grade students to participate in the Preclarus Page Program (Triple P). The Triple P is a program designed to increase our students' knowledge of jobs available throughout the city, provide a real-life, hands-on experience to professional etiquette and social expectations, increase our students' access to safe places, and create a collaborative partnership between Preclarus Mastery Academy families and various community stakeholders. In addition, our seventh grade students will participate in a job shadowing experience in conjunction with Groundhog's Day 2016 wherein which they will accompany various St. Louis City leaders to learn about the daily operations of the city and community leaders. Lastly, our eighth grade students will have the opportunity to present their annual Capstone projects to representatives from the Mayor's office in an attempt to serve as youth advisors to Mayor Slay's office. Refer to Appendix B, Artifact 5.

Preclarus Mastery Academy has also partnered with HOME WORKS! The Teacher Home Visit Program. HOME WORKS! The Teacher Home Visit Program is a nonprofit organization that trains, supports, and pays teachers to make visits to the homes of their students. The goal is to change parent behavior by equipping them with the tools, skills, knowledge, and materials they need to support their child's learning and create academic-rich homes. In addition, this program aims to establish a relationship between home and school that engages parents/guardians in their child's academic success. Refer to Appendix B, Artifact 6.

Partnerships have also been formed with Harris Stowe State University and Cardinal Ritter College Prep High School. Harris Stowe works with Preclarus through a mentoring program for our students, while students from Cardinal Ritter visit Preclarus weekly to provide tutoring services in the areas of reading and mathematics.

Preclarus Mastery Academy has developed partnerships with several organizations to support our students in the area of Music. Quaver Music recently donated a free one-year subscription for the sixth through eighth grade online curriculum. The Quaver project emphasizes the active and creative aspects of music, going beyond the theory to get students engaging with music in their everyday lives. This program offers a variety of cross-curricular connections. Students explore the science of sound, make connections to careers in animation for music and music in the media, and write their own skits exploring the lives of history's greatest composers.

In addition to Quaver, we have also received approximately \$1,000 worth of musical instruments as a result of a Donor's Choose project requested by our Music teacher. The Fabulous Fox Theatre – St. Louis has provided all Preclarus students and staff with the opportunity to view an upcoming show at the theatre, as well as participate in a backstage tour, free of charge. We are also working with Powell Symphony Hall to provide the same opportunity.

- Sponsor has reviewed evidence of ongoing professional development/training for all teachers and school leaders; minutes and compliance with Sunshine Laws of three consecutive months of charter board meetings; evidence of requisite surety bond for school financial officer(s) and evidence of requisite insurance coverage for directors/officers, and buildings; statement of compliance with any/all federal and state programs' requirements; and evidence that a copy of the renewal application has been sent to the school board of the district in which the charter school is located. Yes No If no, please explain.

C. STUDENT PERFORMANCE - SECTION 160.405.4, 5, 7, 8, 9 RSMo

- If sponsor has not already submitted a current copy to the Department, provide a copy of the most recent performance contract that includes timelines and minimal standards for renewal. Include procedures and consequences for failure to meet requirements in the contract.

Refer to Appendix C, Artifact 1.

- Has this charter school been placed on probation within the last three years and, if so, specifically for what reasons? Yes No If no, please explain.

Preclarus Mastery Academy was placed on probation during the 2014-2015 school year. Several factors contributed to this decision. A steady decline in student test scores as well as the school environment revealed a lack of academic rigor and teaching. At that time, the overall culture of the school was not appropriate to produce quality instruction or student learning outcomes.

- To what do you attribute student performance below 70% APR?

Prior to the 2015-2016 school year, top leaders at Preclarus Mastery Academy have been individuals with a background in business as opposed to education. In addition to a lack of educational leadership, Preclarus Mastery Academy has experienced a continuous turnover with the Board of Directors and top administrators. Our founder, Mr. Daryl McAdoo served as the Head of School and Principal during the opening year. After a successful founding year, Mr. McAdoo sought promotion quickly, stating to the board his desire to serve solely in an Executive Director capacity and have oversight of a new position, Principal. Shortly before the start of the 2012-13 school year, Mr. McAdoo presented to the Board a Principal that he had hired without their involvement. Unfortunately, this new Principal only remained employed with Preclarus until the end of the first semester, as he was discharged from his duties for reasons unrelated to student performance. In his place, an interim Principal was hired mid-year but was only available on a part-time basis.

The success of the school's founding year began to evaporate midway through the second year as additional challenges arose. Mr. McAdoo announced in the middle of the second semester that he would be leaving the school. The founding Board chair resigned and the membership of others on the founding board began to fade as well, including several senior members who occupied key Officer positions. In their stead, the Board quickly appointed an inexperienced Chair who proved incapable of effectively leading the Board through a time of great challenge and instability, and in fact, inadvertently contributed to it at a time when strong leadership was needed most.

As the second year came to a close, the Board was faced with a significant task: hire new leadership. The Board chose to continue the model that Mr. McAdoo had implemented at the beginning of the second year and included both an Executive Director to oversee the management and strategic direction of the school and a Principal to serve as the instructional leader. Several quality candidates were identified for each role. In the end, the school's Director of Finance & Operations was elevated to the Executive Director role after an offer was extended and rejected by a top candidate.

By the middle of the school's third year, 2013-14, the success of the school's founding year and any of what was left of it had completely dissipated. While it had been thought previously that the Executive Director (formerly the school's Director of Finance & Operations) had the skills necessary to lead the school in partnership with an effective Principal, this proved to not be the case. The Board's leadership

was not effective and they pressed forward on the school's expansion at a time when the conversation was not appropriate. Further, in retrospect, there were urgent and fundamental questions that needed the Board's attention, but went without response. School expansion was later halted, and shortly after, the Board Chair resigned unexpectedly.

Interviews conducted with prior and current board members show an acknowledgement of failure at the Board level that was heightened during the school's second and third year: a newly reconstructed board that lacked experience combined with a focus on allocating resources towards expansion and not towards securing fundamental leadership talent. This proved to be a disastrous combination that was not conducive to elevating student achievement nor sustaining the achievement of the founding year. The consistent flux in the stability and quality of school and board leadership in Preclarus' first few years was detrimental to student achievement and overall school culture.

To sum up, Preclarus students succeeded in meeting acceptable achievement targets on state assessments only in its first year. Each challenge described above in and of itself had the capacity to weaken student achievement and fragment school culture in subsequent years. Combined, these challenges caused student performance and school culture to decline dramatically. Coupled with these student performance and school culture woes, Preclarus Mastery Academy struggled to maintain staffing and found it very difficult to hire highly qualified staff, or even, mediocre staff to fill the vacancies.

- **Describe intervention strategies that are currently in place based on identification of school's low performance. What improvements/results have been obtained? How long will the interventions be maintained?**

Note: *In addition to reviewing the remainder of Part C, please refer back to the section entitled, Achievement, in Part A above.*

New Leadership

Following the resignation of the Board Chair late in year three, Vice-Chair Lisa Clancy stepped up to the role of Interim Chair and was installed as Board Chair several months later, a position which she still holds. When Ms. Clancy stepped into the position, it was clear that dramatic transformation needed to occur at the school. Along with the board, she recognized that high quality and stable leadership at all levels of the school was essential. The board committed to allocating the resources that would provide a learning environment that is continuously of high quality so that Preclarus scholars have what they need to succeed. This commitment continues to this day.

The Board intervened immediately by re-scoping the role of Executive Director into one which had more instructional leadership responsibilities and higher expectations of organizational leadership. With the help of the Missouri Charter Public School Association, Preclarus was able to secure a top-notch educational administration consulting firm, BAFC. As part of the agreement brokered by the Board, Preclarus would receive an Interim Executive Director to lead the school through the 2014-15 school year as a full-time Head of School was sought. Dr. Jack Williams stepped into the role of Interim Executive Director, bringing with him over 40 years of experience in educational leadership at the school and central office level.

During Preclarus' fourth year, a level of stability that had not existed since the school's founding was achieved. Though student achievement as measured by state assessments did not improve in year four, under the leadership of Dr. Williams, important interventions in academic and socio-emotional support for students were identified and implemented. As for staffing, the Board saw no unexpected

resignations and was able to recruit talented new members. The Board invested time, attention, and resources necessary to secure top talent to lead Preclarus into its fifth year.

The Board of Directors screened many applicants and unanimously voted to hire Dr. Tonya Harris as the Head of School for the 2015-2016 school year. Dr. Harris brings a strong background in instructional leadership that focuses on increasing student achievement at the elementary, middle, and high school levels. *[For more on Dr. Harris's background, refer to Part B above.]* In addition, Dr. Harris and the Board created the position of Director of Curriculum and Instruction to revise the current curriculum, improve instruction, implement effective research-based teaching practices in all content areas, and provide ongoing professional development for all staff.

English Language Arts

Under Dr. Harris' leadership, Preclarus is using a co-teaching model with the Title I Reading specialist and Special Education teachers in ELA and Math classrooms in order to provide additional supports to a greater percentage of students.

In addition, we assess our students monthly using the STAR Reading and Math online assessment tool. These assessments allow teachers to frequently monitor student growth, set individual goals for improvement, and provide individualized instruction to meet the needs of each student. In our fifth grade classroom, we have placed a full-time teacher coupled with full-time teacher assistants in order to provide additional supports for students' academic needs.

The students who attend Preclarus Mastery Academy come from all areas of St. Louis City with our main focus on North City. A vast majority of the students come to us in fifth grade already reading and performing mathematics one or more grade levels behind their enrolled grade level. Our teachers are forged with the task of filling in the gaps in skills that our students possess while teaching the required grade level content. As a result, we operate on an extended school day and extended school year calendar. Our students receive an additional twenty (20) instructional days above the DESE requirement. We also operate on an eight (8) hour school day in order to provide additional learning opportunities for our students.

Based on low performance in the area of English Language Arts, every teacher in our building is focused on supporting reading comprehension through imbedding Common Core State Standards RL.1 and RL.2 (aligned with GLE R1H) into their daily instruction. In addition, our schedule is arranged so that all scholars participate in double ELA and Math blocks four days each week in order to increase the amount of instruction students receive in these areas.

All students participate in a fifty-minute school wide intervention block, referred to as Reading Right, four days each week in which they receive extra support in reading comprehension. Our more advanced learners participate in an Independent Study group during this time. In Reading Right, students receive reading support at their reading achievement level, as identified by the STAR Reading assessment. As students progress in reading, they move to their next reading achievement class group. For example, a fifth grade student reading on a seventh grade level is assigned to a group with other students who are reading on a seventh grade level, regardless of their current enrollment grade. Reading Right groups are restructured monthly after all students have completed the STAR Reading assessment. Refer to Appendix C, Artifact 2.

In order to promote fun in the learning process, Dr. Harris challenged the school community to academically "Hit the QUAN". In a traditionally connotation, "Hit the QUAN" is a new rap song by iLOVEMemphis, which spurred a dance movement by the same name by rapper Rich Homie Quan.

Using the music and dance that students across the region know and do, Dr. Harris worked with Preclarus Mastery Academy staff and students to learn how to academically “Hit the QUAN”. To academically “Hit the QUAN”, students and staff had to learn and use QUAN as an acronym for responding to questions.

- Q** – read the entire question
- U** – underline important words or phrases
- A** – answer the question
- N** – note evidence from the text to prove your answer

As a culminating activity to learning the QUAN instructional strategy, a flash mob was planned and conducted on December 9 where staff and students shared the strategy, performed the QUAN dance to music, and competed to determine which group, staff or students, was the best QUAN dancers. The “Hit the QUAN” flash mob and competition video was added to the school’s website for individuals across the nation to be able to vote for the winner of the dance competition – the staff or the students.

Math

Based on the low performance in the area of Mathematics, we are utilizing the online program First In Math to provide students with additional practice with concepts ranging from basic math to Algebra. This program can be accessed from any device with internet capabilities, which allows students the opportunity to practice at home. In addition, to support students in learning the curriculum and provide teachers with better strategies for teaching, Preclarus Mastery Academy has embraced Singapore Mathematics strategies. Math and special education teachers and instructional support staff received training from the Staff Development for Educators who is renowned for their Singapore Mathematics professional development. Through this training, our teachers and support staff learned strategies to fill in the gaps that our students currently possess mathematics skill development, as well as the strategy of making math visible through Model Drawing. The training proved to be effective, based on staff participant perception data and classroom observation data, as our teachers indicate that they are able to and felt comfortable immediately beginning implementation of the Singapore Math strategies in their classrooms. Refer to Appendix C, Artifact 3. *[For specific student outcome data, as measured by the STAR Math assessment, refer to back to Section A under Achievement].*

Science

To assist all students in developing both scientific background knowledge and grade level educational science standards, all teachers other than mathematics and social studies teachers weekly use science-based informational text to teach students. Teachers infuse the Close Reading strategy, science informational text reading, and a strong focus on Common Core State Standards RL.1 and RL.2 (aligned with GLE R1H) into their instruction. Teacher professional development on infusing this strategy occurred on Nov. 6, 2015.

Data Conferencing

Another strategy that we are currently using is data conferencing with students and parents. Every Tuesday, the Head of School facilitates a school-wide data presentation to discuss current performance in the areas of attendance, First In Math, STAR Reading and Math, NWEA, discipline, and frequently embeds climate sensitive topics like school bus safety tips that focus on appropriate behaviors. Data presented is used to set both individual goals for improvement staff and students as well as school-wide goals. Individual goals are set by students, staff, and leaders to ensure that we are moving at an accelerated pace towards improving student learning outcomes. Current data reveals our efforts have been successful as 69.74% of students have improved in mathematics, as determined by the STAR Math assessment, and 66.45% have improved in reading based upon the STAR Reading assessment. STAR reading and mathematics results indicate students have developed improvements ranging from one

month's growth in the course of one month to four years growth in the same time period. School and district administrators also conference with parents to discuss students' data, such as testing, behavior, and attendance.

Socio-Emotional Needs and Building Culture

Preclarus Mastery Academy is focused on supporting the development of the whole child. In an effort to support the socio-emotional needs of our students, we have partnered with CHADS, BJC, and the St. Louis City Courts. Through our partnership with CHADS, we hired a full-time School Psych Intern to perform our educational testing and organize our Multi-Tiered System of Support. Our staff has also participated in the Olweus Bully Prevention Training provided by CHADS. In December, we anticipate the arrival of a full-time Social Worker through a grant funded by BJC. We are currently working closely with a Deputy Juvenile Officer (DJO) from the St. Louis City Courts system in order to monitor student attendance and intervene with families when necessary.

Visitors to Preclarus Mastery Academy frequently comment on the different tone of the building compared to that of previous years. More specifically, Bill Mendelsohn, our charter sponsor liaison, and Steve Langhorst, DESE liaison, too, have commented that they have noticed drastic improvements in this area. To improve our school culture, leaders have strategically focused on making the building a place where students and staff want to be each day. School wide assemblies occur weekly to reinforce expectations, support the culture in making improvements, and celebrating the successes earned. Data presented focuses on academic, behavior, and attendance, while challenging the students to make improvements in performance in these areas and others, such as school bus safety, developing a growth versus a fixed mindset, Selecting Mature Actions, Reactions and Thinking (S.M.A.R.T. decisions), and promoting school wide instructional initiatives. Refer to Appendix C, Artifact 4 for an example of the PowerPoint deck for one of our weekly student assemblies.

Change in Staff

For the 2015-2016 school year, Preclarus Mastery Academy experienced a change in 88% of our staff, including administrators, teachers, and support staff. Throughout the year, minimal changes have been made to ensure that students receive a high-quality education at all times. The staffing changes have resulted in positive changes in the school culture, which are evident in attendance, discipline, and student achievement data. Results from a School Culture survey completed by parents, students, and staff also indicated the following:

Question	Students' Results		Parents' Results	
	Strongly Agree/Agree	Strongly Disagree/Disagree	Strongly Agree/Agree	Strongly Disagree/Disagree
Preclarus is a place where I want to attend school.	73%	27%	75%	25%
I feel welcomed by Preclarus teachers and staff.	71%	29%	88%	12%
I believe I (my child) receive(s) a high quality education at Preclarus.	85%	15%	93%	7%
I (my child) feel(s) safe at Preclarus.	68%	32%	72%	28%
I feel the Preclarus staff listens to my concerns.	54%	46%	N/A	N/A

While we are delighted that our school community has favorable things to say about our organization, these results do not reflect our goals or beliefs in how we can make a positive stake in our community. Thus, we will remain vigilant to our mission to provide a high quality education for our scholars.

Teacher Observations, Feedback and Evaluation

To establish a calmer and more academically focused environment, leaders conduct weekly-conjoined classroom observations to monitor instruction, classroom management, and learner engagement. Coupled with the weekly conjoined classroom observations, the Head of School requires the Director of Curriculum and Instruction, Principal, and Dean of Students and Families to perform a minimum of twenty observations each month followed with specific feedback for performance improvements. The Head of School tracks the number of observations completed by each individual school leader, as well as those performed by the collective administrative team, on a monthly basis. Observation data collected and reviewed focuses on three major areas, effective instructional delivery, classroom management techniques, and learner engagement. Leaders support struggling teachers by working one-on-one with them. Yet, as a system of support, each leader, including the Head of School, has a small cluster of staff members that the leader is supporting in professional growth improvements, as the leader has met with the staff member and created a professional goal for the staff member and meets frequently to provide feedback and coaching about that specific goal. In addition to conjoined classroom observations, the leadership team meets weekly to forecast next steps to support staff and students, develop a better understanding of the mission, and ensure effective and efficient building operations.

Beyond traditional observations, feedback, and coaching, the Head of School created a comprehensive, transparent evaluation process that requires each teacher to be formally evaluated four times a year using the Charlotte Danielson Frameworks for Teachers. Support Staff is evaluated three times per year using a structure comparable to teachers. Formal evaluation cycle ending dates include observation, feedback, and finalized signed documentation being submitted to the Head of School by the 15th day of October, December, February, and April.

- **What additional steps/strategies are planned?**

One strategy that we have planned for implementation is the use of a Daily 3 Instructional Model in all classes at Preclarus Mastery Academy. Teachers received professional development on the Daily on July 24, 2015 and in whole group and individual follow up sessions. This model includes 15-20 minutes of direct instruction followed by small group and independent student work centers. Students will rotate through 3 centers each day: Justification/Writing/Independent Work; Review; and Teacher Guided. At the Justification/Writing/Independent Work center, students will complete activities such as responding to a writing prompt, writing to justify their answer, or reading and responding in writing to questions. At the review station, students will work on reviewing skills previously taught in class or completing independent activities based on individual needs. During the Teacher Guided group, the classroom teacher, Reading Specialist, Teacher Assistants, and Special Education teachers (if necessary), will facilitate small group instruction for a short period of time to develop meaningful understanding of concepts based on the needs of the students in each group.

Preclarus Mastery Academy has obtained subscriptions for each student to the online reading practice tool Raz-Kids to provide students with additional practice in reading fluency, vocabulary, and reading comprehension. This program allows students to practice reading skills and complete online reading comprehension quizzes from any internet capable device. As students read leveled fiction and non-fiction books and complete corresponding quizzes, they earn stars to rank them into 8 categories.

Students earn up to 150 stars per book for reading a book at their independent reading level and receiving 80% or higher on the quiz.

To further support the low performance in mathematics, Preclarus staff members who support students with math content received training on using Singapore Math strategies to develop students' algebraic thinking and mental math skills. Topics included building foundational skills, filling in the gaps, and Model Drawing. Teachers and students immediately began utilizing the strategies after receiving specialized professional development in these areas. Providing our staff with specialized training on implementing the Singapore Math approach in their daily instruction will allow our students to master mathematical concepts and understand the material on a deeper level. *[Refer back to Section C under interventions and Appendix C, Artifact 3].*

To support low performance in the area of Science, our ELA teachers will continue to support Science instruction by teaching reading comprehension skills using Informational text aligned with Missouri Science Course Level Expectations. Refer to Appendix C, Artifact 5.

We have begun working with our ELA and Math teachers through weekly vertical Data Teams to analyze student performance, develop SMART goals, and plan and implement tiered instructional strategies. We are in the final planning stages of organizing bi-weekly horizontal Data Teams to ensure that we are supporting our students in all possible areas. Refer to Appendix C, Artifact 6.

In addition, we have hired a School Psychologist Intern through an UMSL Grant who receives supervision from a retired, licensed School Psychologist, provides educational testing for students, monitors the hallways, checks in with students within the classrooms, promotes a safe learning environment for all staff and students, as well as work with parents and families to engage in the same work. Through another BJC-UMSL partnership with the Missouri Foundation for Health, we are in the process of hiring a full-time School Social Worker to provide behavioral health case management to our school and help students successfully handle personal, emotional, and social concerns that interfere with their capacity to achieve academic success. Additionally, the Social Worker will provide training and consultation to the staff to support them in better understanding how societal factors of family, culture, socioeconomic status, and physical and mental health problems can influence student performance and behavioral triggers. Further, the Social Worker will work with our families to unite them with community supports to maximize our students' ability to perform well academically and behaviorally.

Our Director of Curriculum and Instruction will be offering optional professional development opportunities twice a month for staff members who are interested in learning more about effective instructional techniques. Topics will be chosen using classroom observation data and requests from teachers.

- **Based on current data, explain what specific performance goals are expected to improve first.**

Goal 1 of Preclarus Mastery Academy's School Improvement Plan is to increase MAP MPI scores to above 300 in Communication Arts, Mathematics, and Science. Based on current data, we are focused on improving student reading and math performance as measured monthly by the STAR Reading and Math assessments. In addition, we are focused on decreasing the number of students performing at the Below Basic level in the areas of Reading, Math, and Science on the NWEA assessment. With the interventions currently in place, as well as our planned next steps, we expect to see a continued increase in student performance in all content areas. STAR Reading and Math assessment reports provide teachers with a Student Growth Percentile (SGP) rank for each student once they have competed 2 assessments with a minimum of 60 days between testing cycles. The SGP compares a

student's growth to that of his or her academic peers nationwide. In Missouri, typical SGP growth is in the range of 35 to 65. Based on current STAR Reading assessment results, 52.63% of our students displayed above average growth, with SGPs of 66 or above, when compared to beginning of the school year baseline data. Students in fifth, sixth, seventh, and eighth grades made above average SGPs at a rate of 53.85%, 51.51%, 52.17%, and 53.19% respectively. Based on current STAR Math assessment results, 63.16% of our students displayed above average growth, with SGPs of 66 or above, when compared to beginning of the school year baseline data. Students in fifth, sixth, seventh, and eighth grades made above average SGPs at a rate of 73.08%, 60.61%, 65.22%, and 57.45% respectively. Refer to Appendix C, Artifact 7 for more data on the SGP rates.

- **Have administrative staff been evaluated annually? Do they each have a personal development plan?**

In past school years, all administrative staff have been evaluated annually. Beginning with the 2015-2016 school year, revised administrator evaluation tools are being implemented, specific to each leader's position and job responsibilities. To date, all administrative staff have professional development plans. Leaders chose three goals on which to focus, each of which fall into the domains of Student Achievement or School-Specific Goals.

- **Do teachers have personal development plans, mentoring, and professional development? Explain.**

Personal development plans are created by all Preclarus Mastery Academy staff members annually. These development plans consist of two goals: one chosen by the staff member and one chosen by an administrator. These goals are based on evaluation data using the Charlotte Danielson Frameworks for Teachers. All staff members are monitored and formally evaluated four times per year by school/district administrators in addition to multiple walk-through observations each week. Teachers in their first and second years of teaching participate in a mandatory New Teacher Mentoring program under the direction of the Director of Curriculum and Instruction. New teachers are paired with a veteran teacher in the content area in which they teach. The mentor must be a teacher who has displayed effective teaching practices. Refer to Appendix C, Artifact 8.

All staff members participate in ongoing professional development opportunities provided by the Principal, Dean of Students and Families, Director of Curriculum and Instruction, and/or Head of School. Weekly professional development is provided on Friday afternoons based on the performance goals set in the School Improvement Plan. Individual professional development is provided afterschool and during planning times based on staff needs and data collected during weekly walk-through observations.

- **Is clear criteria for promotion from one grade/level to another in place?**
 Yes No If no, please explain.

Yes, Preclarus Mastery Academy has clear criteria for promotion from one grade/level to another.

- **If the school is a recipient of a federal Charter School Program grant, the sponsor ensures that student performance is the most important factor in the determination of renewal/revocation.** Yes No If no, please explain.

D. FINANCIAL/BUSINESS PLAN AND PROJECTED BUDGET – SECTIONS 160.405, 160.520, RSMo; 5 CSR 20-100.260

- **Provide an updated, detailed organization chart that shows the staffing and reporting structure for the board, administration and teaching staff.**

Refer to Appendix D, Artifact 1

- **Provide a financial plan and projected budget for the next three-five years.**

Refer to Appendix D, Artifact 2

- **Are the costs of instruction, operation of plant and administration near the state average? If not, why?**

Yes, the cost of instruction, operation of plant and administration are near the State average.

- **The sponsor attests that the school adheres to generally accepted accounting practices, including a procurement plan/policy and board approval of checks/check register on a regular (monthly) basis and reviews bank statements and expense accounts annually.**
 Yes No If no, please explain.
- **The sponsor attests that the school board regularly reviews/addresses such items as expenditures, low balances in operating funds, compliance with federal/staff programs, and staff hiring.** Yes No If no, please explain.
- **If there is an Education/Charter Management Organization contract, discuss fees paid to date, how the performance of the contract has been evaluated and why the contract should be continued.**

Not Applicable

- **The sponsor assures that the school reports outstanding debt as required in Section 37.850.1, RSMo.** Yes No If no, please explain.
- **Discuss any building/facility changes in the next three-five years.**

Currently, Preclarus Mastery Academy rents space inside Third Baptist Church. In the near future, it is our plan to move all classrooms and offices into the main part of the building. This will allow our staff and students to work as a collective body as opposed to having some classrooms isolated from the larger school community.

In the next three-five years, we plan to rent/lease an independent facility, preferably in North St. Louis City. This will allow us to increase student enrollment, as well as have the autonomy to make decisions

concerning the use of our space and have space for a full functioning gymnasium, library, and science and computer labs.

E. Intervention, Renewal, Revocation or Closure

Describe/provide a checklist of items that the charter/sponsor regularly addresses to ensure the charter is fulfilling its mission of educating children. *Documentation can be provided in Appendix E.*

- **Provide a timeline and results for the interventions that have been implemented.**

All interventions currently in place have proved to yield positive results thus far, therefore all interventions will remain in effect for the remainder of the 2015-2016 school year. By closely monitoring all areas, leaders will be able to determine if these interventions will be continued in the upcoming years. Changes will be made as needed based on data collected.

- **Describe other performance measures currently used for renewal purposes.**

Preclarus Mastery Academy provides monthly updates to the sponsor consisting of STAR Reading and Math assessment results, attendance, discipline, and classroom observation data. Individual class summary reports are provided to monitor growth towards achievement goals. The monthly data dashboard is provided to monitor goals in the areas of attendance, Reading, Mathematics, Science, and classroom observations. Refer to an example of the monthly Data Dashboard in Appendix E, Artifact 1.

- **How long will the school continue to operate if performance does not reach greater than 60% APR?**

The performance contract covering the 2015-16 and 2016-17 school years enables the sponsor to revoke the charter if there is substantial failure to meet its terms. The school would close after the 2016-17 school year. Refer to Appendix C, Artifact 1.

- **The sponsor assures that the charter school understands the procedures for closure, if necessary.**

Yes No If no, please explain.

Appendix

A

Artifact

1

Overall Attendance Statistics

School: Preclarus Mastery Academy
Academic Year: 2015-16 **Timeframe:** Year **Grade Level:** All

	School Days	School Days with Data	School Hours	School Hours Entered	Days Present	Days Absent	Hours Enrolled	Hours Entered	Hours Present	Hours Absent	Average Daily Attendance (ADA)
Total	174	64	1,150.0000	424.0000	9172 (93.6%)	632 (6.4%)	64,994.0000	64,940.0000 (99.9%)	60,131.8000 (92.5%)	4,808.2000 (7.4%)	141.8203

Artifact

2

STAR Breakdown SEPT 2015

	Reading	Math
0.0-0.9	0	0
1.0-1.9	9	4
2.0-2.9	18	8
3.0-3.9	29	24
4.0-4.9	35	34
5.0-5.9	30	27
6.0-6.9	10	26
7.0-7.9	12	14
8.0-8.9	6	6
9.0-9.9	2	3
10.0-10.9	1	3
11.0-11.9	3	5
12.0-12.9	0	0

Total Tested	155	154
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Reading	5th	6th	7th	8th
Above GL	1	0	0	4
On GL	5	1	1	4
1 GL below	6	8	8	1
2+ GL below	14	24	38	33

TOTAL	10	6.45%
	13	8.39%
	22	14.19%
	109	70.32%

Math	5th	6th	7th	8th
Above GL	2	2	2	4
On GL	4	2	2	5
1 GL below	9	10	10	12
2+ GL below	11	19	25	40

TOTAL	15	9.74%
	16	10.39%
	38	24.68%
	95	61.69%

STAR Breakdown OCT 2015

	Reading	Math
0.0-0.9	0	0
1.0-1.9	8	3
2.0-2.9	19	5
3.0-3.9	23	24
4.0-4.9	26	25
5.0-5.9	33	32
6.0-6.9	19	24
7.0-7.9	13	12
8.0-8.9	7	11
9.0-9.9	3	2
10.0-10.9	1	6
11.0-11.9	1	6
12.0-12.9	1	0

Total Tested	154	150
--------------	-----	-----

Reading	5th	6th	7th	8th
Above GL	2	1	4	6
On GL	5	2	4	2
1 GL below	6	7	7	8
2+ GL below	12	23	32	32

TOTAL
 13 8.44%
 13 8.44%
 28 18.18%
 99 64.29%

Math	5th	6th	7th	8th
Above GL	4	4	9	10
On GL	6	4	5	4
1 GL below	7	9	7	5
2+ GL below	8	16	25	27

TOTAL
 27 18.00%
 19 12.67%
 28 18.67%
 76 50.67%

STAR Breakdown NOV 2015

	Reading	Math
0.0-0.9	0	0
1.0-1.9	7	5
2.0-2.9	17	4
3.0-3.9	20	16
4.0-4.9	24	30
5.0-5.9	35	35
6.0-6.9	17	23
7.0-7.9	16	14
8.0-8.9	8	7
9.0-9.9	1	6
10.0-10.9	4	7
11.0-11.9	1	6
12.0-12.9	3	0

Total Tested	153	153
--------------	-----	-----

Reading	5th	6th	7th	8th
Above GL	4	2	5	6
On GL	4	4	4	5
1 GL below	4	8	7	8
2+ GL below	14	19	31	28
TOTAL	17	17	27	92
	11.11%	11.11%	17.65%	60.13%
				100.00%

Math	5th	6th	7th	8th
Above GL	4	4	9	10
On GL	6	8	8	3
1 GL below	7	8	6	5
2+ GL below	9	13	24	29
TOTAL	27	25	26	75
	17.65%	16.34%	16.99%	49.02%
				100.00%

STAR Breakdown DEC 2015

	Reading	Math
0.0-0.9	0	0
1.0-1.9	8	4
2.0-2.9	13	4
3.0-3.9	20	14
4.0-4.9	26	31
5.0-5.9	28	31
6.0-6.9	23	29
7.0-7.9	13	12
8.0-8.9	16	10
9.0-9.9	1	0
10.0-10.9	1	8
11.0-11.9	1	10
12.0-12.9	3	0

Total Tested	153	153
--------------	-----	-----

Reading	5th	6th	7th	8th
Above GL	3	1	8	6
On GL	4	3	3	7
1 GL below	4	9	13	9
2+ GL below	15	20	23	25

TOTAL	18	11.76%
	17	11.11%
	35	22.88%
	83	54.25%
		<u>100.00%</u>

Math	5th	6th	7th	8th
Above GL	4	2	9	13
On GL	6	6	9	4
1 GL below	8	8	11	2
2+ GL below	8	17	18	28

TOTAL	28	18.30%
	25	16.34%
	29	18.95%
	71	46.41%
		<u>100.00%</u>

STAR Comparison SEPT-DEC 2015

Reading

5th Grade	
14	Growth
10	Decline
1	Stagnant
1	No Comparison
0	No Score
26	Total

53.85%	Growth
38.46%	Decline
3.85%	Stagnant
3.85%	No Comparison
0.00%	No Score

6th Grade	
22	Growth
10	Decline
1	Stagnant
0	No Comparison
0	No Score
33	Total

66.67%	Growth
30.30%	Decline
3.03%	Stagnant
0.00%	No Comparison
0.00%	No Score

7th Grade	
30	Growth
10	Decline
2	Stagnant
4	No Comparison
0	No Score
46	Total

65.22%	Growth
21.74%	Decline
4.35%	Stagnant
8.70%	No Comparison
0.00%	No Score

8th Grade	
35	Growth
10	Decline
2	Stagnant
0	No Comparison
0	No Score
47	Total

74.47%	Growth
21.28%	Decline
4.26%	Stagnant
0.00%	No Comparison
0.00%	No Score

All Grades	
101	Growth
40	Decline
6	Stagnant
5	No Comparison
0	No Score
152	Total

66.45%	Growth
26.32%	Decline
3.95%	Stagnant
3.29%	No Comparison
0.00%	No Score

Artifact

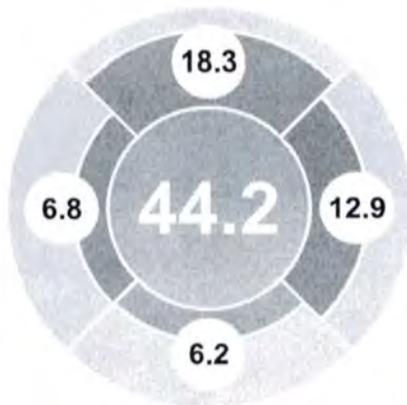
3

Home Teams Rankings Preview News

help/FAQs
directions

As of Dec. 6, 2015

Admin Homepage | Preclarus Mastery Academy

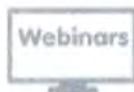


SCHOOL GOALS INDEX GOALS INDEX BY TEAM

Learn and share best practices



- Pre/Post Test Data
- Team Summary
- School Management
- Recognition
- Resources
- Home Connection



Team of the Week:

proof79mo + 1,191

Ms. Walker- HR

Player of the Week:

19earth79mo + 582

Charis

STATS:

Stickers Earned 228,543

Licenses Purchased 200

Licenses Activated 156

Problems Solved 685,629

[Cost Savings](#)

[Top Players and Teams by Grade](#)

[Winner's Circle](#)

[Wall of Fame Tool](#)

! Updates

12/3/2015 - **November COTD Winners!**

Renell Schultz, Indian Trace ES, Weston

FL - Ester Gliwinski, Audubon School

33, Rochester NY - Wendy Hargrove,

Mayo ES, Edgewater MD.

Artifact

4

STAR Comparison SEPT-DEC 2015

Math

5th Grade	
18	Growth
7	Decline
1	Stagnant
0	No Comparison
0	No Score
26	Total

69.23%	Growth
26.92%	Decline
3.85%	Stagnant
0.00%	No Comparison
0.00%	No Score

6th Grade	
25	Growth
7	Decline
1	Stagnant
0	No Comparison
0	No Score
33	Total

75.76%	Growth
21.21%	Decline
3.03%	Stagnant
0.00%	No Comparison
0.00%	No Score

7th Grade	
32	Growth
11	Decline
2	Stagnant
1	No Comparison
0	No Score
46	Total

69.57%	Growth
23.91%	Decline
4.35%	Stagnant
2.17%	No Comparison
0.00%	No Score

8th Grade	
31	Growth
11	Decline
5	Stagnant
0	No Comparison
0	No Score
47	Total

65.96%	Growth
23.40%	Decline
10.64%	Stagnant
0.00%	No Comparison
0.00%	No Score

All Grades	
106	Growth
36	Decline
9	Stagnant
1	No Comparison
0	No Score
152	Total

69.74%	Growth
23.68%	Decline
5.92%	Stagnant
0.66%	No Comparison
0.00%	No Score

Appendix

B

Artifact

1



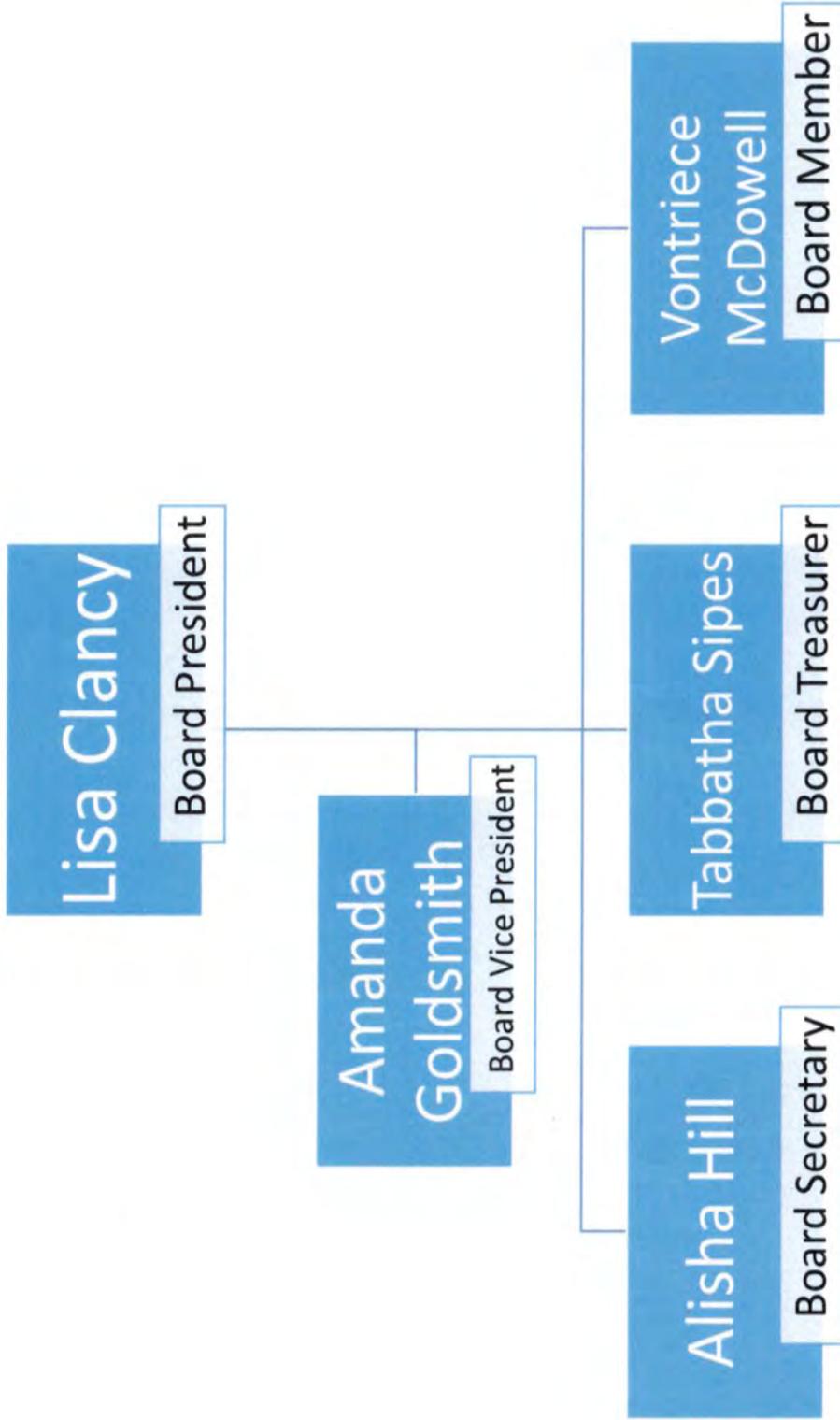
Board of Directors Background Assurance

<u>Last Name</u>	<u>First Name</u>	<u>Position</u>	<u>Criminal Background Check</u>	<u>FCSR Check</u>	<u>Conflict of Interest Form</u>
Clancy	Lisa	Chair	YES	YES	YES
Goldsmith	Amanda	Member	YES	YES	YES
Hill	Alisha	Secretary	YES	YES	YES
McDowell	Vontriece	Member	YES	YES	YES
Sipes	Tabbatha	Treasurer	YES	YES	YES

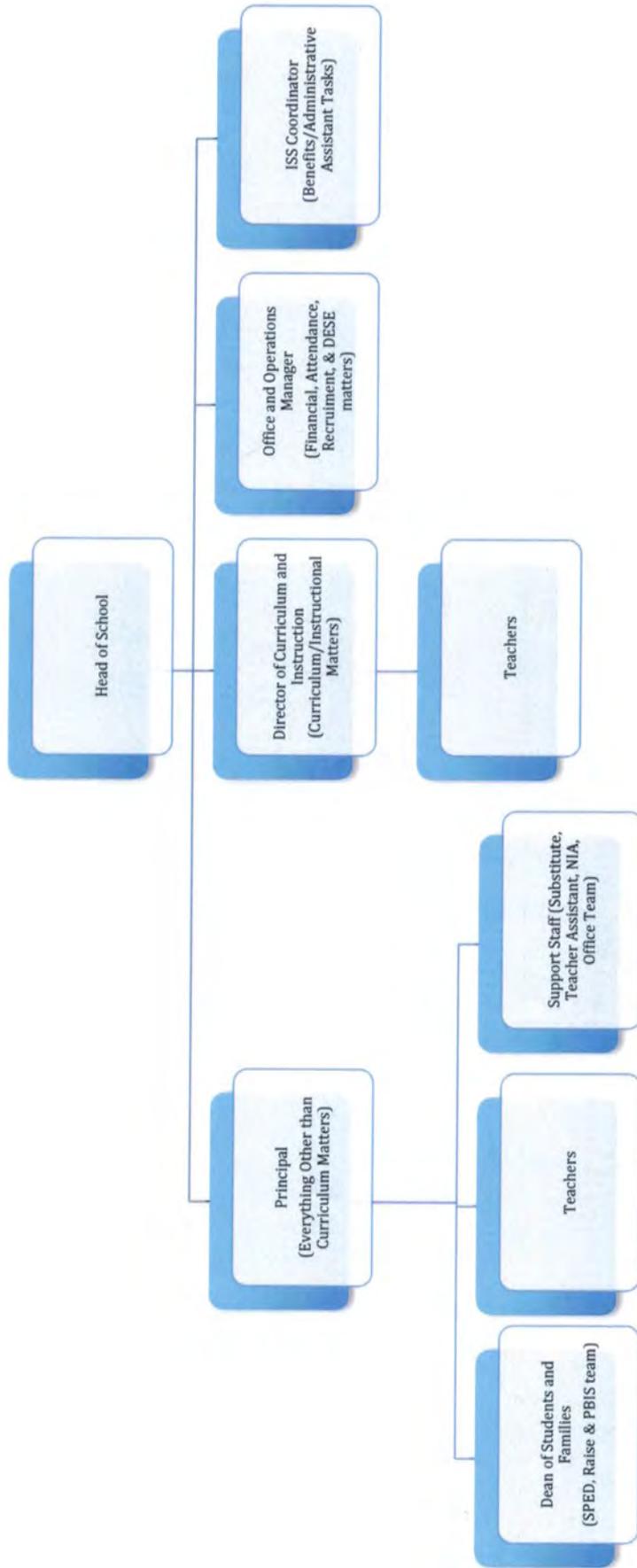
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Preclarus Mastery Academy
Board Organizational Structure
2015-2016



**PRECLARUS MASTERY ACADEMY
ORGANIZATIONAL STRUCTURE
2015-2016**



Artifact

3



Preclarus Mastery Academy 2015-2016 Academic Year Calendar

S	M	T	W	Th	F	Sa			
			1	2	3	4	July '15		Partial Day; Dismissal @ 1:14pm/ PD for Teachers
5	6	7	8	9	10	11	13	(BM) Board of Directors Meeting @ 6pm	Regular Day; Dismissal @ 3:20pm (No After School Activities)
12	BM	14	15	16	17	18	18	(FO) - Family Orientations @ 9am & 11am	Extended Day; Dismissal @ 4:00pm
19	20	21	22	23	24	25	20	(FRW) Faculty Return to Work for 2-Wk Staff Development	Saturday Academy and/or Family Orientations
26	27	28	29	30	31		23, 28	(FO) - Family Orientations @ 4pm	No School for Students
									STAR / NWEA / MAP Testing
						1	August '15		
2	3	4	5	6	7	8	3	(FD) First Day of Summer Academy	Last Day of Summer Academy
9	BM	11	12	13	14	15	10	(BM) Board of Directors Meeting @ 6pm	
16	17	18	19	20	21	22	24-28	STAR Testing	(PD) Professional Development (No Students)
23	24	25	26	27	28	29			
30	PD								
		1	2	3	4	5	September '15		
6	H	8	9	10	11	12	1	(Q1) Quarter One Begins; 4:00pm Bus Departure Begins	NWEA Testing
13	BM	15	16	17	18	SAT	1-4	STAR Testing	Annual Title I Meeting
20	21	22	23	24	25	26	7	(H) Holiday- Labor Day	(SAT) Saturday Academy
27	28	29	30				14	(BM) Board of Directors Meeting @ 6pm	
				1	2	3	October '15		
4	5	6	7	8	9	10	5-9	STAR Testing	
11	BM	13	14	15	16	SAT	12	(BM) Board of Directors Meeting @ 6pm	
18	19	20	21	22	23	24	17	(SAT) Saturday Academy	
25	26	27	28	29	30	31	30	Last day of Quarter One	1st Quarter-43 Days
1	2	3	4	5	PD	7	November '15		
8	BM	10	11	12	13	14	6	(PD) Professional Development (No Students)	(H) Holiday-Veteran's Day No School
15	16	17	18	PTC	PTC	21	9	(BM) Board of Directors Meeting @ 6pm	(PTC) Parent-Teacher Conferences 4:30pm-6:30pm
22	23	24	H	H	H	28	9-13	STAR Testing	(PTC) Parent-Teacher Conferences 2:00pm-4:00pm
29	30								(H) Holiday- Thanksgiving School Closed
									NWEA Testing
		1	2	3	4	5	December '15		
6	7	8	9	10	11	12	3	Final Extended Day Before Winter Break	
13	14	15	16	17	18	19	1-11	NWEA Testing	STAR Testing
20	WB	WB	WB	WB	WB	26	14	(BM) Board of Directors Meeting @ 6pm	(WB) Winter Break School Closed
	WB	WB	WB	WB					
3	PD	5	6	7	8	9	January '16		
10	BM	12	13	14	15	16	1	(WB) Winter Break School Closed	Last Day of Quarter Two
17	H	19	20	21	22	23	4	(PD) Professional Development (No Students) All Staff Returns	(H) Holiday- Martin Luther King Jr Day School Closed
24	25	26	27	28	29	30	11	(BM) Board of Directors Meeting @ 6pm/ Extended Day Resumes	
31							11-15	STAR Testing	Resume Extended Day
									2nd Quarter-39 Days
1	2	3	4	5	6		February '16		
7	BM	9	10	11	12	13	8	(BM) Board of Directors Meeting @ 6pm	
14	H/IW	16	17	18	19	SAT	8-12	STAR Testing	(SAT) Saturday Academy
21	22	23	24	25	26	27	15	(H) President's Day School Closed or Inclement Weather Day (IW)	NWEA Testing
28	29								
		1	2	3	4	5	March '16		
6	7	8	9	10	11	12	1-4	NWEA Testing	Last Day of Quarter Three
13	BM/SB	SB	SB	SB	SB	19	7-11	STAR Testing	Good Friday
20	21	22	23	24	25	26	14	(BM) Board of Directors Meeting @ 6pm	(PTC) Parent-Teacher Conferences 4:30pm-6:30pm
27	28	29	30	PTC			14-18	(SB) Spring Break - School Closed	3rd Quarter- 43 Days
					PTC	2	April '16		
3	4	5	6	7	8	9	11	(BM) Board of Directors Meeting @ 6pm	(PTC) Parent-Teacher Conferences 2:00pm-4:00pm
10	BM	12	13	14	15	16	11-15	STAR Testing	(MAP) MO MAP Testing
17	18	19	20	21	22	23	21	Final Extended Day Before Summer Break	
24	25	26	27	28	29	30		(SAT) Saturday Academy	
1	2	3	4	5	6	7	May '16		
8	BM	10	11	12	13	14	2-20	(MAP) MO MAP Testing	(H) Holiday- Memorial Day School Closed
15	16	17	18	19	20	21	9	(BM) Board of Directors Meeting @ 6pm	
22	23	24	25	26	27	28	23-27	STAR Testing	Annual Title I Meeting
29	H	31							
5	6	IW	IW	IW	IW	11	June '16		
12	IW/BM	IW	15	16	17	18	6	Last Day of Quarter Four/ Last Day of School	4th Quarter- 49 Days
19	20	21	22	23	24	25	7	Record Keeping Day No Students	
26	27	28	29	30			13	(BM) Board of Directors Meeting @ 6pm	
									Partial Day; Dismissal @ 1:14pm/ PD for Teachers
									Regular Day; Dismissal @ 3:20pm (No After School Activities)
									Extended Day; Dismissal @ 4:00pm
									Saturday Academy and/or Family Orientations
									No School for Students

August Summer Academy: 20 Days/126.6 Hours
 Regular Year Hrs: 174 Days/ 1051 Hours
 Professional Development & Staff Planning Hrs: 182 (14 Full Days & 34 Partial Days)



PRECLARUS MASTERY ACADEMY

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PUBLIC COMMENT POLICY

Preclarus Mastery Academy invites audience participation during the public comment portion of the Board meeting agenda or during public hearings. In order to provide a fair opportunity to every person that desires to address the Board of Trustees:

1. No person wishing to address the Board will be required to provide his or her name, address or telephone number.
2. In the absence of special circumstances as determined by the Board President, individuals will be called to comment in the order in which they arrived. If more than five speakers are present, individuals may be assigned numbers and called to speak in numerical order.
3. Each speaker may take up to three (3) minutes to make his or her comments. This time constraint may be modified by the Board President to be fewer than three minutes if there are a number of persons wishing to speak. Speakers will be advised when they have one minute remaining.
4. All speakers will be asked to begin by stating their name and zip code, but will be informed that they are not required to comply.
5. The Board of Trustees acts as a body. Individual trustees have no power or authority to act on behalf of Preclarus. Therefore:
6.
 - o Speakers are not to address nor engage in dialogue with individual trustees during the public comment period. Comments are to be addressed to the Board as a whole.
 - o Trustees will not engage individual speakers in dialogue nor ask or answer questions during the presentation, with the following exception:

If five or fewer speakers are present, and at the request of any trustee, the President of the Board shall allow questions from trustees to speakers for purposes of clarification, limiting the time for discussion as the President deems appropriate.

- o The Board of Trustees cannot answer specific questions in dialogue format. Acting as a Board, and only as a Board, the trustees will consider comments and questions and may direct staff members to provide information.
- o Speakers may be directed to staff or other sources for responses to questions raised during the Public Comment time of a meeting or during a public hearing.

Any member of the public who does not respect these rules and the other people attending the meeting will be asked to leave the hearing/meeting.

A PREMIER HONORS ACADEMY IN THE HEART OF ST. LOUIS CITY



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The public is not normally invited to participate or contribute to the discussion of business on the agenda of a Board meeting. An exception to this policy will be made for individuals who have been invited (ahead of time or spontaneously) to speak, make a presentation, or in some other way provide information to the Board.

PRECLARUS MASTERY ACADEMY
Special Session Meeting of the Board of Trustees
 Wednesday, November 18, 2015 @ 5:30pm
 3108 N Grand Blvd, St. Louis, MO 63103

Our Vision
 Preclarus Mastery Academy will be a premier school of choice in St. Louis that prepares scholars for college and career success through an honors curriculum that promotes critical thinking, cultural awareness, strong character, and a love for learning in a caring and supportive environment.

Our Mission
 To FULLY equip our students with the academic, social, leadership, and character qualities and support needed to enter AND graduate from top colleges and universities.

- I. Call to Order (1 min)
 - a. Roll Call: Lisa Clancy (Chair); Amanda Goldsmith (Vice Chair); Tabbatha Sipes (Treasurer); Alisha Hill (Secretary); Vontrece McDowell
- II. Adoption of Agenda (1 min)
- III. Special announcements (2 mins)
- IV. Announcements & Public Petitions (2 mins)
- V. Actions (10 mins)
 - a. Recognizing Policies Formally Adopted Under Michel Policy Suite Adoption Dated November 9, 2015
 - b. Appoint ELL & Migrant Coordinator - Dr. Vicki McNamara
 - c. Approve Student & Family Handbook 2015-2016 School Year
- VI. Motion to move into closed session
- VII. Adjournment (1 min)



PRECLARUS MASTERY ACADEMY
Closed Meeting of the Board of Trustees
 Monday, November 18, 2015 @ 5:30pm
 Undisclosed Location, St. Louis, MO 63103

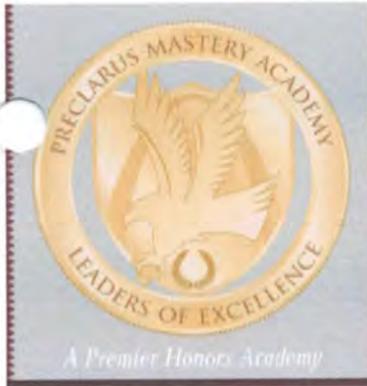
Our Vision
 Preclarus Mastery Academy will be a premier school of choice in St. Louis that prepares scholars for college and career success through a classically-inspired honors curriculum that promotes critical thinking, cultural awareness, strong character, and a love for learning in a caring and supportive environment.

Our Mission
 To FULLY equip our students with the academic, social, leadership, and character qualities and support needed to enter AND graduate from top universities.

Our Board of Trustees plans to have a quorum of its members at an undisclosed location on November 18, 2015, to discuss a closed session topic. The members do not plan to take any action during the meeting.

- I. Call to Order
 - a. Roll Call: Lisa Clancy (Chair); Amanda Goldsmith (Vice Chair); Tabbatha Sipes (Treasurer); Alisha Hill (Secretary); Vontrece McDowell
- II. Adoption of Agenda
- III. Legal
- IV. Real Estate
- V. Personnel





About Preclarus

- [About Us](#)
- [The Preclarus Advantage](#)
- [Preclarus Board of Directors](#)
- [Board Meeting Information](#)
- [Preclarus Staff](#)
- [2015 Smarter Balanced Results](#)
- [2015-2016 STAR/NWEA Testing Data](#)
- [2015-2016 Student Profile](#)
- [Head of School's Vision](#)

[Home](#) > [About Preclarus](#) > [Board Meeting Information](#)

Board Meeting Information

The Preclarus Mastery Academy Board of Directors meets the second Monday of the month. Meetings are held at the school and start at 6:00 p.m. unless otherwise noted.

2015-2016 Board Meeting Dates

- July 13, 2015
- August 10, 2015 [Agenda](#)
- September 14, 2015 [Agenda](#)
- October 12, 2015 [Agenda](#)
- November 9, 2015 [Agenda](#)
- December 14, 2015
- January 11, 2016
- February 8, 2016
- March 14, 2016
- April 11, 2016
- May 9, 2016
- June 13, 2016

Preclarus Mastery Academy | 620 North Grand Blvd. | St. Louis, Missouri 63103 | Phone (314) 454-0815 | Fax (314) 338-7435

"A Premier Honors Academy in the Heart of St. Louis City"

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4



PRECLARUS MASTERY ACADEMY

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TWITTER: @PMA_HOS

Preclarus Mastery Academy was founded by Mr. Daryl McAdoo to provide families, especially those in North City St. Louis, with an educational option that equips students with the academic, social, leadership, and character qualities needed to enter and graduate from top universities. As the new Head of School, I plan to work to ensure both Mr. McAdoo's vision and our students' dreams come to fruition.

Our students' successful outcomes are predicated on three distinct virtues I possess for education. First, every classroom and office must be staffed with a highly competent, caring, and nurturing adult who possess the desire and capacity to motivate and inspire students to set goals and accomplish them. Secondly, students must receive learning and practice opportunities that are laden with constructive feedback. In order to move student performance, the environment must be saturated with performance data and systems for improvement must be provided to all. Lastly, student learning or the lack thereof rest with the adults, not the students. Thus, as an educational leader, I take responsibility for the thinking, actions, and reactions of my staff and students, especially as it relates to student learning.

The name Preclarus is Latin for the words "Excellent" and "Striking". Holding true to the Preclarus, we have retained and hired excellent staff. We have enrolled high quality students in each grade, 5th through 8th. We have developed an excellent Summer Bridge curriculum, which will fold into the curriculum and instructional expectations we hold dear. We have also cultivated a partnership with Mayor Slay's office that will provide job shadowing and work experiences for our most impressive, civic-minded students.

As Head of School, I believe we are "striking" a blow for public education, urban communities, and student achievement.

Artifact

5



PRECLARUS MASTERY ACADEMY

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PROPOSED INITIATIVES & MAYOR SLAY'S VISION

The City's website stated the mission of the St. Louis Regional Youth Violence Prevention Task Force (YVP), launched in the summer of 2012, is to "develop and institutionalize a comprehensive youth violence prevention, intervention, enforcement and reentry strategy for the St. Louis region".

Rationale for the YVP

- The 2010 U.S. Census data indicated "nearly 150,000 young St. Louisans from birth to age 17 live in neighborhoods with high levels of multiple risks that contribute to and increase the likelihood of youth violence. In the City of St. Louis, 85.5 percent of young people live in such circumstances" (YVP, 2013, p. 9).
- While crime rates had declined over the past two decades, the rates of crime in the City of St. Louis were higher than most places in the nation (YVP, 2013, p. 9).

PIER (Prevention, Intervention, Enforcement and Reentry) Priorities

- Youth employment and job training;
- Youth resiliency and skill development;
- Access to mental and behavioral health resources;
- The availability and accessibility of safe places;
- Alternatives to youth incarceration and detention;
- Collaboration among law enforcement, families and the community;
- Youth's access to and use of firearms; and
- Aftercare services for reentering youth.

Preclarus' Proposals

We believe our proposals help the YVP and the Commission on Children, Youth and Families accomplish its vision and mission by increasing our students' knowledge of jobs available throughout the city, providing a real-life, hands-on experience to professional etiquette and social expectations, increasing our students' access to safe places, and creating a collaborative partnership between Preclarus Mastery Academy families and various community stakeholders.

Why Our Requests Are Pivotal to the City's Success?

Preclarus Mastery Academy's charter is predicated on us providing quality educational options for families in North City. We believe the options provided to our selected clientele must embody stellar academic and behavioral expectation setting and supports. The YVP highlighted that St. Louis City possessed 15 zip codes that have high to severe risk factors for youth violence. Our school demographic targets five of these zip codes.

A PREMIER HONORS ACADEMY IN THE HEART OF ST. LOUIS CITY



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July 14, 2015

Preclarus Page Program (Triple P)

Legislative Page Programs operate across the country. This program seeks to provide students with a unique educational opportunity to participate in the executive process and gain a better understanding of local government, an environment where young adults fail to lift their voices during grassroots lobbying or election, but their input, support, and hands are greatly needed.

The Triple P unites City Hall staff members and 8th grade students who will assist staffers with a variety of duties, including delivering messages and materials within the City Hall complex, answering telephones in government offices, and working in a variety of city offices. Serving as a Page is an excellent way to learn about and participate in the governmental process of our City.

How to become a Page?

Our school will provide applications to the top 15% of our 8th grade students (GPA of B or better with a 90/90 attendance rate of 93% or higher). Completed applications will be sent to the mayor's office for approval and placement.

Students will adhere to dress code and other rules.

The Request: Preclarus wants to partner with the Mayor's office to structure the Triple P, with a program launch occurring in November.

Job Shadowing

This program helps St. Louis City and Preclarus Mastery Academy 7th grade students prepare for the real world by exposing them to how various government agencies function, which may unlock the students' innate ability to be both problem solvers and community activist.

In congruency with National Groundhog Day, we want Preclarus students to have the opportunity to see first hand what City Hall does everyday to help the City's constituents, while learning about careers the City has to offer. Further, we seek experiences to allow students to obtain a first hand look at how the skills they learned in the classroom are put into action in the workplace, as this program links student's academic studies to their future economic security and prosperity.



PRECLARUS MASTERY ACADEMY

DR. TONYA HARRIS, HEAD OF SCHOOL
620 NORTH GRAND BOULEVARD
ST. LOUIS, MO 63103
OFFICE: (314) 454-0815
FAX: (314) 338-7435
WEB ADDRESS: www.preclarus.org

The Request: Preclarus wants to have our students shadow City Hall employees ideally on Tuesday, February 2, 2016, but would be honored to conduct the job shadowing on any day convenient for the City.

Capstones

Every 8th grade student undertakes a research project in a social ill of personal interest. This Capstone Project is a way to demonstrate the reading, research, technology and writing skills he or she has developed over the last four years. The Capstone enables students to display basic skills and, beyond that, the critical and creative thinking skills that are essential in an interdependent world. By building on personal interests, the Capstone also engenders both love of learning and community advocacy.

Children identify a topic they want to investigate; then, complete an intensive, fully integrated study of the subject. They identify, select, and evaluate appropriate resources that include books, Websites, images, documents, and at least one interview. Next, they investigate their topic. In the final stages of the Capstone, children synthesize information and create a product.

Capstone projects require students to:

- ask meaningful questions
- choose a topic and narrow or abandon it, as appropriate
- take ownership of their learning and demonstrate independence
- reflect, assess and evaluate the research product and process
- employ multiple intelligences
- demonstrate perseverance
- learn project management, time management and planning skills
- use varied media to make presentations
- understand the long term uses of research skills and to appreciate and value these skills as authentic tools in the real world
- become more connected to the community
- demonstrate community advocacy

The Request: Preclarus seeks to have government officials review/judge the best three projects per community ill to enable our students to discuss the community woe and provide solutions for resolving the issue. The time commitment needed for this project is 90 minutes (30 minutes per student) per community ill.

Artifact

6



- WHAT ▾
- WHO ▾
- WHY ▾
- IN THE NEWS
- NEWSLETTER ARCHIVES
- RESOURCES
- TESTIMONIALS

Guiding Principles, & Core Values

Vision

Every child makes the grade.

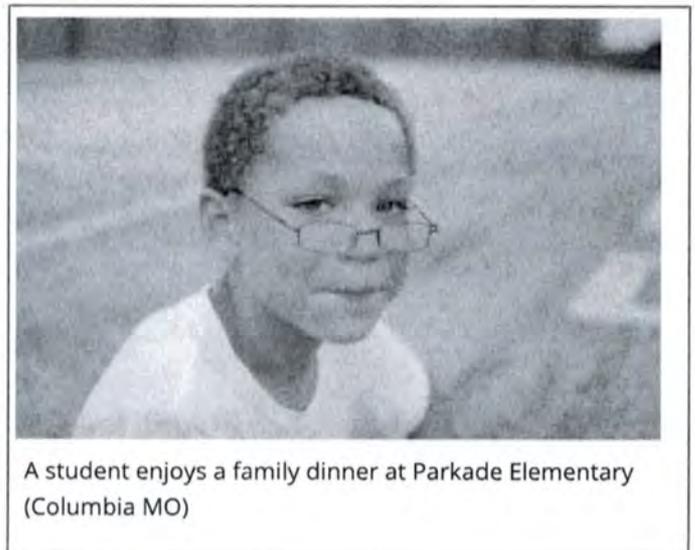
Mission

HOME WORKS! The Teacher Home Visit Program partners families and teachers for children's success.

Guiding Principles

We believe that:

- All parents want the best for their children



- Families play a key role in a child's life path
- All children can learn
- Learning creates opportunities
- Individual differences must be respected
- Open, honest communication is essential
- A strengths-based perspective promotes respect, trust, and effective outcomes

Core Values

Collaboration, Diversity, Innovation, Integrity, Respect, Service, Transparency, Trust

Goals

- Improved academic achievement and test scores
- Improved daily attendance
- Improved classroom behavior
- Increased parental/guardian and teacher engagement

The long term goals of HOME WORKS! are to support the development of an educated, trained workforce; to support parents to read, talk, and listen to their children every day; and to become invested in the quality of their children's schooling.

Copyright HOME WORKS! The Teacher Home Visit Program

Save the Date:

Thursday, November 19, 2015



HOMWORKS!
FAMILY DINNER
AND

Parent
Teacher
Conferences
Communication
Homework
Behavior
Teamwork
Grades
Progress
Goals
Achieve

PARENT-TEACHER CONFERENCES

Time:

Conferences: 4:30 - 5:30 pm

Dinner & Conferences: 5:30 - 7:00 pm

Place:

Johnson Hall

Join us for a relaxing family dinner sponsored by the Homeworks! The Teacher Home Visit Program. You will have a chance to meet with teachers to discuss your child's academic progress both before and after dinner. Conference times before dinner will be scheduled (see back of this form for available times).

We will also host open conference times on Friday, November 20th from 2:00 - 4:00 pm.

Please RSVP with the number of guests who will be attending the dinner, as well as indicate below if you will need transportation.

Student Name: _____

Homeroom Teacher: _____

Number of Guests: _____

Do you need transportation? Yes No

If transportation is needed, provide your address:

St. Louis, MO _____

Appendix C

Artifact

1

**Preclarus Mastery Academy
Two-Year Performance Contract 2016 – 2017
December 14, 2015**

As the official charter school sponsor of Preclarus Mastery Academy (PMA), the University of Missouri, St. Louis (UMSL) is legislatively required to monitor compliance and performance of the school, recommend sanctions, if necessary, and revocation and closure when the school demonstrates an inability to meet standards.

A. Governance

Charter schools are governed by an independent board of directors that are required to abide by all laws governing 501(c)3 organizations, and public schools. For the term of this performance contract, the board of PMA will:

1. Develop a process and implementation plan to regenerate the board that fully addresses expansion, experience and diversity needs. This involves:
 - a. Increasing board membership to at least seven.
 - b. Adding members that bring knowledge, skills, and experience in governance areas that are currently missing from the board.
 - c. Increasing the number of members that reflect the community that PMA serves.
2. Develop an evaluation process of the Executive Director that meets the following:
 - a. Develops clear goals and outcomes that include student performance, attendance and student behavior/discipline.
 - b. Develops clear criteria for meeting the goals and outcomes
 - c. Requires regular reports to the Board from the Executive Director on the school's progress towards the goals and outcomes
3. Consistently abide by all Missouri laws, including the Missouri Sunshine Law in all its operations.
4. Maintain an active, involved board as described in their charter.
5. Meet all standards for governance listed below as assessed by the UMSL sponsor during its annual review:

Standard		Metric
8.1	The school Board operates legitimately and in the best interest of its students and mission.	Governance records. Criminal background and FCSR checks as outlined in section RSMo160.400.14
8.2	All board members receive training in Missouri Sunshine Law, nepotism, school governance, student achievement, school law and policy and conflict of interest within their first year of service.	Board survey Board minutes
8.3	Appropriate Board Policies are developed, revised as needed, and followed.	Board Policies and appropriate school documents, such as enrollment procedures, student handbooks, etc.
8.4	Meetings are regularly scheduled and appropriately conducted.	Governance records.
8.5	Governance records and documentation are appropriately created and maintained.	Board Meeting Agenda, notices, minutes, and supporting documentation.
8.6	School business is conducted in a transparent manner subject to the provisions and sections 610.010 to 610.030, Missouri Sunshine Law; free of conflict of interest, and models best practices regarding governance roles and responsibilities.	Fiscal records. Fiscal Audits and ASBR. Core Data Reports.
8.7	The Board implements a transparent process for evaluating the school leader that includes evaluation of core competency categories and progress made on yearly school goals.	School leader evaluation document
8.8	The Board communicates in a timely manner with UMSL's sponsorship liaison about significant policy, personnel, school performance or legal issues.	Board-sponsor communications
8.9	The Board annually self-evaluates using a standardized tool that assesses performance based on setting goals, developing policy, and communication.	Board self-evaluation document
8.10	The Board officially reviews the sponsor's Annual Review at one of its board meetings.	Board minutes

B. School Leadership

For the term of this performance contract:

1. The current Executive Director will continue to lead the school.
2. The Executive Director will regularly update the UMSL sponsor on student academic performance (including all Star Growth Reports), attendance and behavior/discipline.
3. The Executive Director of PMA will meet all standards for school leadership listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric
5.1 Student enrollment procedures, including open enrollment and lottery, if needed, are appropriately conducted and documented.	School policies, procedures, and practices. Enrollment and attendance documents. Core Data.
5.2 Student enrollment and attendance numbers are in line with the charter agreement, and provide evidence that the school is a viable school of choice for the community.	Student enrollment data. Student attendance data. Student retention data. Core Data reports. Charter agreement.
5.3. Personnel procedures and practices are conducted in a manner that promotes instructional effectiveness and continuous school improvement.	Teacher and administrator retention data. School Improvement Plan. Professional Development Plan. Academic accountability indicators
5.4 School meets all state and local standards relative to health and safety; and maintains a clean and safe environment that supports the educational mission of the school.	Board Policies and documentation. Health and safety permits. Fiscal records. On-site observations and reports.

C. Financial Operations

The school depends on the board maintaining proper fiduciary responsibility. For the term of the charter, PMA will:

1. Comply with annual auditing and ASBR requirements, and remedy all audit findings.
2. Maintain adequate fiscal health, as evidenced by producing regular financial statements, ensuring board review and oversight of payments, and paying all obligations in a timely manner.
3. Meet the minimum Ending Cash Fund Balance:
 - a. FY16: No less than 15%
 - b. FY17: No less than 10%
4. Meet all standards for fiscal operations listed below as assessed by the UMSL sponsor during its annual review:

Standard	Metric
9.1 Fiscal records are appropriately maintained.	Governance records. Fiscal records. Independent Fiscal Audit. Annual Report to the Board (ASBR).
9.2 The school operates in a fiscally sound and appropriate manner.	Governance records. Fiscal reports. Independent Fiscal Audit. Annual Report to the Board (ASBR).
9.3 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school.	Governance records. Fiscal reports and including payroll and retirement records. Independent Fiscal Audit. Annual Report to the Board (ASBR).
9.4 Core Data and other required school reporting is conducted in a timely and appropriate manner.	Fiscal reports. Governance records. Core Data Reports.

D. Reporting

Schools maintain and submit large amounts of data to all regulatory authorities. UMSL monitors compliance of all these requirements. For the term of the charter, PMA will:

1. Maintain a 90% compliance rate for submitting required data and reports to UMSL.
2. Consistently comply with DESE reporting requirements and requests, including MOSIS Submissions and Tiered Monitoring requirements.

E. Academic Achievement, Attendance and Annual Performance Report (APR)

Academic Achievement

The most important measure of success in any school is student outcomes and quality teaching is the most important input to successful outcomes. For the term of this performance contract, PMA will:

1. Maintain a professional development system that includes: a teacher evaluation system that meets state requirements, retention of excellent teachers, and removal or development of teachers that are not meeting expectations.
2. Meet MSIP-5 academic achievement targets below:

Measure	Annual Minimum Targets	
	2016	2017
For All Tested Subjects		
Academic Achievement	Approaching	On Track
Subgroup Achievement	Approaching	On Track

These goals are based on the current state assessment (MAP) and will be renegotiated based on any new assessment as necessary.

Attendance

3. For the term of this performance contract, PMA will meet the following MSIP5 targets:

Measure	Annual Minimum Target	
	2016	2017
Student Attendance	≥ 80%	≥ 85%

Annual Performance Report (APR)

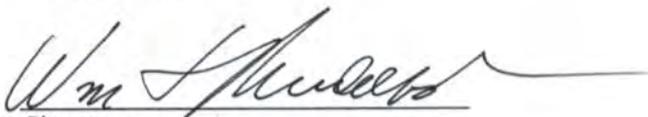
Measure	Annual Minimum Target	
	2016	2017
Overall APR Score	≥ 58%	≥ 68%

NOTE: These goals assume the current state accountability system and structure (MSIP5) is in place through the 2016-17 school year.

This performance contract represents expectations for the final year of PMA's original charter (2015-16) and the first year of its renewal charter (2016-17). PMA and UMSL agree that substantial failure to meet any of the terms of performance stated above, especially those related to student achievement and attendance, will likely result in revocation of the charter and the PMA-UMSL contract; and ultimately, closure of the school. If PMA meets the expectations of this performance contract in 2016 and 2017, the UMSL sponsor will develop a new performance contract that spans the years 2018 – 2021.

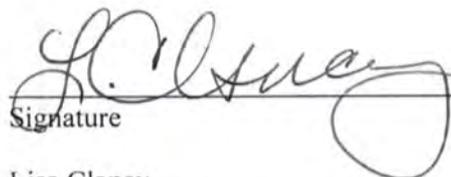
The Board of Directors of Preclarus Mastery Academy approved this contract on **December 14, 2015**.

In agreement:


Signature

Bill Mendelsohn
Executive Director: Charter Schools and Partnerships
Charter Schools Sponsor Office
UMSL College of Education

12/16/2015
Date


Signature

Lisa Clancy
Board President
Preclarus Mastery Academy

12/16/2015
Date

Artifact

2



Reading Right Classes
November 2015

Class	Number of Students	Teacher	Room
Reading 1	8	Crivello	311 West Wing
Reading 2	10	Walter	Johnson Hall
Reading 2	9	Mitchell	Johnson Hall
Reading 3	11	Burns	312 West Wing
Reading 3	12	N. Jones/Bostic	West Wing Office
Reading 4	13	Fairbanks	200
Reading 4	13	Austin	400
Reading 5	11	Sparks	403
Reading 5	11	Grice	NIA
Reading 5	10	Crandall	215 West Wing
Reading 6	10	Davis	204
Reading 6	9	McFarland	300
Reading 7	13	Walker/Waters	303
Reading 8	13	Johnson	Computer Lab

Reading Right Lesson Plan

Daily Do Now (5 minutes)

Reading 1 – 3

- Student will review Dolch reading sight words

Reading 4 – 8

- Students will create an individualized list of all words in the passage that are unfamiliar. Using the individual students' list, create a class list of vocabulary words. Have students work to determine the meaning of the unfamiliar word(s).

Whole Class Reading (10 minutes)

- Have students practice oral reading of grade level appropriate text (Guided Practice Text) in varying manners, such as choral, partner reading, or small group.
- Periodically ask comprehension questions (who, what, when, where, why, and how questions).
- Teach context clues for deciphering unfamiliar words in text, as necessary

Mini Lesson (5 - 10 minutes)

- Teach a granular skill, such as main idea, prediction, inferences, supporting details, etc. to students (PowerPoint presentations attached for teacher usage for preparation or student review.)

Guided Practice (10 minutes)

- Using the text read in the Whole Class Reading activity, check for student understanding on the granular skill. Other skill questions can be asked after teaching the mini lesson on the skill.
- Use students' questions and comments to explain the concept further and reiterate the standardized strategy for obtaining the correct answer. For example, directly teach the In my Hands strategy for identifying main idea and determining a summary.

Independent Practice (5 – 10 minutes)

- Using the independent practice text, assign the entire text or a portion of the text for the student to respond to ONE comprehension question (who, what, when, where, why, and how questions).
- Assign students to apply their knowledge of the granular skill taught to the entire text or a portion of the text

Closure (5 minutes)

- Review the skill taught, key details and strategies relevant to the skill
- Have students provide their verbal responses to the questions asked in the Independent Practice component of the lesson
- Collect students' written response to the Independent Practice or assessment for analysis by a Support Team member.

*****NOTE: Use the same text for the entire week to teach different aspects of reading comprehension skills, such as making predictions, identifying main idea, supporting details, drawing conclusions, inferences, and summarizing.**

Reading Right

Weekly Pacing Guide

2015-2016

Grades 1 – 7 (Normal Week)

Day 1	Teach Predicting and Main Idea (Mini-lesson)
Day 2	Teach Supporting Details (Mini-lesson) Infuse Predicting and Main Idea
Day 3	Teach Drawing Conclusions and Inferencing (Mini-lesson) Infuse Predicting, Main Idea, and Supporting Details
Day 4	Teach Summarizing (Mini-lesson) Infuse Predicting, Main Idea, Supporting Details, and Drawing Conclusions, and Inferencing

Grades 1 – 7 (Short Week)

Day 1	Teach Predicting, Main Idea, and Supporting Details (Mini-lesson)
Day 2	Teach Drawing Conclusions and Inferencing (Mini-lesson) Infuse Predicting, Main Idea, and Supporting Details
Day 3	Teach Summarizing (Mini-lesson) Infuse Predicting, Main Idea, Supporting Details, and Drawing Conclusions, and Inferencing

Reading Right

Weekly Pacing Guide

2015-2016

8+ Independent Study (Normal Week)

Group (A)

Group (B)

Day 1	Raz-Kids	Book Club Infuse Predicting, Main Idea, Supporting Details, and Drawing Conclusions, and Inferencing
Day 2	Book Club Infuse Predicting, Main Idea, Supporting Details, and Drawing Conclusions, and Inferencing	Raz-Kids
Day 3	Raz-Kids	Book Club Infuse Summarizing
Day 4	Book Club Infuse Summarizing	Raz-Kids

Reading Right

Weekly Pacing Guide

2015-2016

8+ Independent Study (Short Week)

Group (A)

Group (B)

Day 1	Raz-Kids	Book Club Infuse Predicting, Main Idea, Supporting Details, and Drawing Conclusions, and Inferencing
Day 2	Book Club Infuse Predicting, Main Idea, Supporting Details, and Drawing Conclusions, and Inferencing	Raz-Kids
Day 3	Book Club Infuse Summarizing	

Guided Practice

Sir Gobble

Bessie Curtis resided with her aunt and uncle on a farm. She was very worried. Bessie enjoyed the country, and she loved her uncle and aunt. However, something deeply disturbed her. As the summer passed and the autumn came, she had moments when she looked incredibly sad. What was the reason for her sadness? I can tell you, because I was there.

Early in the spring, her uncle had given her a young turkey. "There, Bessie," he had said, "that is one of the prettiest turkeys I have ever seen. I will give him into your care, and on Thanksgiving Day we will have him on the dinner table."

For some time, Bessie fed the turkey every day without feeling particularly fond of him. Very soon, however, he began to know her; he not only ran to meet her when she brought him his corn and meal, but he would follow her about just the way Mary's little lamb followed HER about.

Her uncle often called after her, "And everywhere that Bessie goes, the turkey's sure to go." Yes, round the garden, up and down the avenue, and even into the house itself the turkey followed Bessie. Then why was she so sad? Alas! She remembered her uncle's words when he gave her the turkey, "On Thanksgiving Day we will have him on the table." Thanksgiving Day would be here in a week.

Now, if Bessie had been like some little girls, she would have told her trouble to her uncle. But, she never mentioned it to anyone, although she cried herself to sleep several nights before Thanksgiving Day.

At last the day came, and Bessie, instead of going out to the yard as usual, kept in the house all the morning. She was afraid that if she went outside, she would not find her beloved friend. Dinnertime came and, with a heavy heart, she seated herself at the table. Her uncle and aunt saw how upset she seemed.

"Come, come," said her uncle, "We must cheer up; there are no sad looks on Thanksgiving Day. Maria, BRING IN THE TURKEY." Poor Bessie! She could not bring herself to look up as the door opened, and something was brought in on a big platter. As the platter was placed on the table, she saw that it did indeed hold her turkey, but he was alive and well.

Her uncle said, "Why, Bessie, did you think I would kill your pet? No, indeed, but I told you he should be on the table Thanksgiving Day, so here he is."

Then Bessie's uncle struck the turkey gently with his carving knife, the way the queen strikes a man with a sword when she makes him a knight.

"Behold!" said Bessie's uncle, "I dub you 'Sir Gobble;' you shall never be killed, but die a natural death, and never be parted from Bessie."

Now, you may guess who I am. I was there all the time. I have feathers.

Independent Practice

The Lost Dog

One particularly cold Saturday in January, I was supposed to take our dog out for a walk, but it was so cold that I didn't want to go outside. Instead, I just opened the door and let the dog out by himself. I kept an eye on him to make sure he would come back inside.

However, another neighborhood dog quickly ran past our house, and our dog sped after to catch him. I hurriedly went to grab my coat so I could follow my dog, and then I rushed outside. Unfortunately, I was already too late, and my dog was nowhere in sight. I walked a few blocks, but I was unable to find him.

Distressed, I returned home. My mother was standing at the door waiting, and she asked me what had happened. "I know I was supposed to walk our dog," I confessed, "but I thought he would be able to go outside and come back by himself. Now he's gone and I can't find him anywhere." My mother was very angry with me; she said I should have been more responsible. She decided to help by making some signs. The signs read, "Lost: A big black dog. Please call us right away" and she printed our phone number on the bottom. "Okay, Darrell," she said, as she handed over the stack of signs, "now go post these fliers on all the street posts."

My sister and I grabbed the signs and we posted them along our street as well as along the surrounding streets. The whole time, I was incredibly sad and worried about our dog. All I could think about was how cold it was and how cold our dog must be. My sister wanted to go home, so I told her I'd walk her home, but then keep looking for the dog myself. I took her home and resumed search.

I continued circling the neighborhood, looking for our dog, but I didn't see him anywhere. I called out his name, and I looked in all the alleys. I got more and more upset. I had made such a huge mistake. All I wanted was to stay warm, but now I was extremely cold— and so was my dog.

Finally, I gave up and sulked home. When I returned, my mother was waiting for me and smiling broadly. She told me, "Our dog came back home all by himself. So, you were right—he did come back—but you were wrong, too. You should have done your job this morning."

"You're right, mom. I was wrong, and, as a result, I have learned a very important lesson today. What seems easy initially may turn out to be difficult in the end. This was a very difficult morning for everyone."

Ever since that morning, I have remembered that important lesson I learned.

Artifact

3



Singapore Math Training

**Presented by: Anni Stipek
Staff Development for Educators**

astipek@sde.com

www.livebinders.com

Today's Agenda

Developing Number Sense

Fractions

Model Drawing Method

Wrap Up

Resources

***Why Before How* by Jana Hazecamp; www.crystalspringsbooks.com**

***Elementary Mathematics for Teachers* by Thomas Parker and Scott Baldridge; www.amazon.com**

***Model Drawing for Challenging Word Problems* by Lorraine Walker; www.crystalspringsbooks.com**

***70 Must Know Word Problem* series published by SAP and Frank Schaffer; www.amazon.com**

***Challenging Word Problem* series; www.singaporemath.com**

Professional Development Overview

On-Site Professional Development for Grades 5-8

- Foundational strategies and filling the gaps
- Model drawing

Additional Idea: Book Study

- *Model Drawing for Higher-Level Word Problems*
- *Every Child Can Do Math* by Dr. Ban Har Yeap and Lorraine Walker

Additional Idea: Future On-Site Follow-Up

- Coaching and support with model lessons, co-teaching, and observations

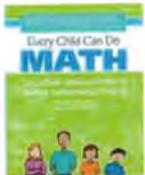
Recommended On-Site PD Expert



Anni Stipek brings over 20 years of experience teaching Singapore Math K-8 and high school interventions. Anni brings a wealth of practical math strategies for all learners and expertise in designing and implementing math curriculum. Her respectful approach to honoring and enhancing current practice combined with deep pedagogical expertise makes Anni a steadfast partner on the journey to refine classroom practice.

Additional Idea: Book Study

Every Child Can Do Math by Dr. Ban Har Yeap and Lorraine Walker



With these activities students can visualize the math and discover the patterns and solutions on their own, guided by your careful questioning. Because students truly understand math, they're comfortable with the higher-level mathematical thinking they'll need to meet current grade-level standards and succeed in the years ahead.

Model Drawing for Higher-Level Word Problems by Lorraine Walker

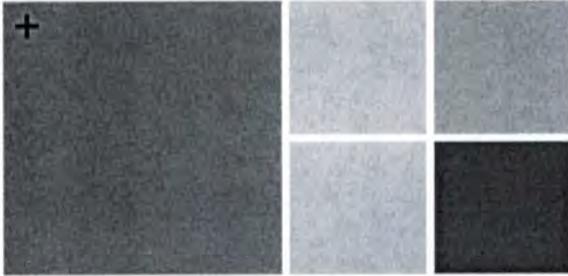


Problem-solving with the model drawing approach offers a clear, pictorial approach to teaching logic, number relationships, and problem-solving with whole numbers, fractions, percents, ratios, integers, proportional reasoning, rate-distance, and two unknowns. This visual model makes it easy for students to understand the relationships in given information and to successfully solve the problem. This problem-solving technique is ideal for supplementing existing core curricula and for use in pull-out programs, both intervention and gifted.

Artifact

4

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PRECLARUS MASTERY ACADEMY
STUDENT DATA MEETING
September 15, 2015



+

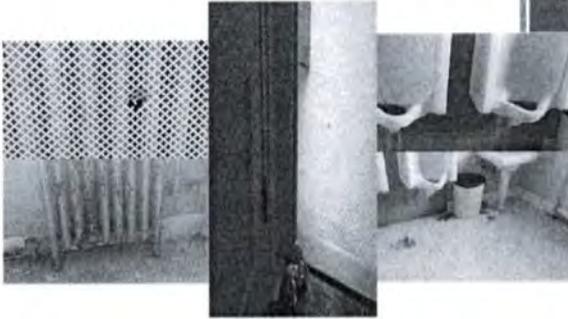
Two Paths to Making Decisions



Being "S.M.A.R.T."	Being "D.U.M.B."
▪ S - Selecting	▪ D - Decisions
▪ M - Mature	▪ U - Undermining
▪ A - Actions	▪ M - Mature
▪ R - Reactions	▪ B - Behavior
▪ T - Thinking	

+

Is this S.M.A.R.T. or D.U.M.B.?



+

Let's Make SMART Decisions! PLEASE

+ Congratulate Our Last Week Winners
(Attendance & STAR Reading/Math)



+ It Pays to Come to School!



- Better attendance allows greater opportunities to learn content, practice the skill with teacher help, and increases the likelihood of student mastery of content.
- Better student-to-staff and peer-to-peer relationships
- Reduced inappropriate behavior
- Opportunities to win PMA incentives, like cash or tablets

+ Dr. Harris' Beliefs About Schools
(Her Vision)

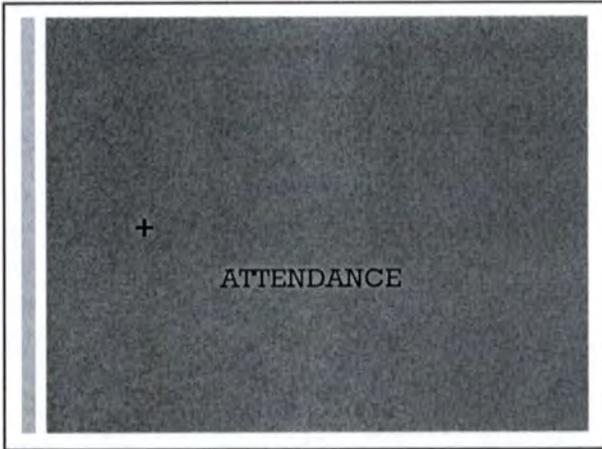


- We must **attend school every day or almost every day.**
- We must **work hard.**
- We must **learn.**
- We must **have FUN!**

+ Our Focus is to Make **GROWTH!!!**

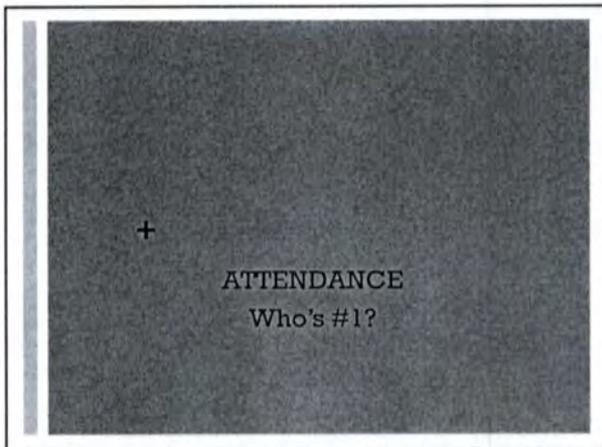
Continuous improvement is better than delayed perfection.

Mark Twain



+ Attendance Facts

- School begins each day at 8 AM.
- School ends each Monday – Thursday at 4 PM.
- On Fridays, school ends at 1:30 PM.
- Students who arrive late, leave early, and are absent hurt their chances of earning a 90-90 attendance rating, miss valuable instruction and learning opportunities, and hurt their chances of winning money for the student's attendance.
- Absence notifications should be provided to the Receptionist, the person sitting at the sign in desk.



+ Attendance

Grade Level	Attendance Percentages
5 th	(88.0%)
	92.7%
	+4.7%
6 th	(88.5%)
	90.2%
	+1.7%
7 th	(94.2%)
	85.5%
	-8.75%
8 th	(93.6%)
	96.2%
	+2.6%

+



7th Grade (Homerooms of Clark and Robinson)

+

Attendance Rankings

7. Robinson - 82.4% (89.1%)	Improvers Sparks Burns Maxwell
6. Clark - 88.5% (99.3%)	
5. Sparks - 89.2% (83.2%)	
4. Austin - 91.2% (93.7%)	
3. Burns - 92.7% (88.0%)	
2. Maxwell - 94.4% (88.6%)	
1. Fairbanks - 98.0% (98.6%)	

+

Attendance Statistics: Sept. 8 - 11

- Of the **159** students enrolled, **123** students had attendance rates at 90% or above.
- The **123** students represents **77.4%** of our student body, which is down 5.8% from last week (83.2%).
- Of the **159** students enrolled, **108** students earned perfect attendance, which is 7 students lower than last week.
- The **108** students represents **67.9%** of our student body, which is 6.3% lower than last week.

+

Head of School's Attendance Caught Being Good List - September 14 -18, 2015

+ Our current enrollment is 159 students.

Our goal for the week of September 14 - 18 is 87.4%, which EQUATES TO 139 STUDENTS (only 10 students needed)!

+ FIRST IN MATH
Sticker Attainment Results

+ **First in Math Facts**

- Students can use a computer, laptop, tablet, or SMART phone to access First in Math.
- Students can log into First in Math from school, home, or anywhere students can find Internet access.
- Students have a unique username and password to gain entry into the system.
- Mrs. Bell-Greenough or your homeroom teacher can provide you our login credentials, if needed.
- Passwords will be provided today to students.

The screenshot shows the firstinmath.com website. At the top, it says "firstinmath.com" and "A quality math program for all students, anytime, anywhere." Below this, there's a math equation: $x^2 + 2x - 4 = (x + 0.5)^2 - 4.25$. The main content area features several circular icons representing different math topics:

- GET TO FACTS:** The only program that includes all the math skills you need to succeed in algebra.
- LEARNING:** Interactive lessons, practice problems, and video tutorials.
- ASSESSMENT:** Multiple-choice, true/false, and short-answer questions.
- ADDITIONAL:** A variety of math games and activities.
- ADDITIONAL:** A variety of math games and activities.
- ADDITIONAL:** A variety of math games and activities.

 On the right side, there's a sidebar with a search bar and a list of categories: Algebra, Geometry, Trigonometry, Calculus, Statistics, and Probability. At the bottom right, the "First in MATH" logo is visible.

+ Let's Congratulate

Grade 5

Team of the Month: circus1mo	+ 29
Ms. Burns - Gr 5	
Player of the Month: 01circus1mo	+ 1
Team of the Week: circus1mo	+ 7
Ms. Burns - Gr 5	
Player of the Week: 23circus1mo	+ 7

+ Let's Congratulate

Grade 6

Team of the Month: earth79mo	+ 19
Ms. Sparks - HR	
Player of the Month: 01earth79mo	+ 1
Team of the Week: earth79mo	+ 144
Ms. Sparks - HR	
Player of the Week: 19earth79mo	+ 144

+ Top 6th Grade Players

Top 5 Players:

1. 19earth79mo	145
2. 01nova25mo	12

+ Clash of the Homerooms



- Austin
- Sparks
- And the winner is...

Sparks

+ Let's Congratulate

Grade 6

Top 5 Teams:

1. earth79mo - Ms. Sparks - HR	163
2. nova25mo - Ms. Austin - HR	29

+ Let's Congratulate

Grade 7

Team of the Month:
proof79mo +25
Ms. Clark - HR

Player of the Month:
01novelty1mo +1

Team of the Week:
novelty1mo +655
Mr. Robinson - HR

Player of the Week:
06novelty1mo +245

+ Top 7th Grade Players

Top 5 Players:

1. 06novelty1mo	246
2. 20novelty1mo	201
3. 13novelty1mo	187
4. 20proof79mo	101
5. 22proof79mo	64

+ Clash of the Homerooms



- Clark
- Robinson

■ And the winner is...
Robinson

+ Let's Congratulate

Grade 7

Top 5 Teams:

1. novelty1mo - Mr. Robinson - HR	726
2. proof79mo - Ms. Clark - HR	199

+ Let's Congratulate

Grade 8

Team of the Month: folio59mo	+ 26
Ms. Fairbanks - HR	
Player of the Month: 01folio59mo	+ 1
Team of the Week: folio59mo	+ 989
Ms. Fairbanks - HR	
Player of the Week: 06folio59mo	+ 873

+ Top 8th Grade Players

Top 5 Players:

1. 06folio59mo	
2. 16folio59mo	
3. 19folio59mo	
4. 22folio59mo	
5. 20folio59mo	

+ Clash of the Homerooms



- Fairbanks
- Maxwell
- And the winner is...

Fairbanks

+ All Grades

Top 5 Players:

1. 06follo59mo	1,868
2. 02novelty1mo	338
3. 06novelty1mo	246
4. 20novelty1mo	201
5. 13novelty1mo	187

+ All Grades

Top 5 Teams:

1. follo59mo - Ms. Fairbanks - HR	2,338
2. novelty1mo - Mr. Robinson - HR	1,044
3. proof79mo - Ms. Clark - HR	199
4. earth79mo - Ms. Sparks - HR	163
5. rocky63mo - Mr. Maxwell - HR	42

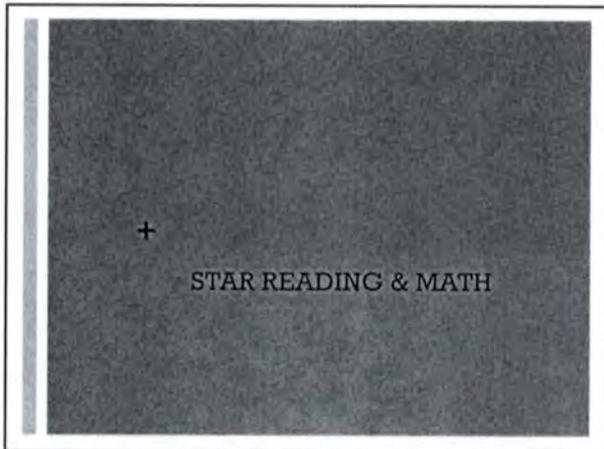
+ Skill Levels

A player's Skill Level is shown under the customizable Player Badge, in the right-hand column. There are 11 SKILL LEVELS that a player can attain, based on stickers earned:

■ Rookie 1 – 249	■ Mathematician 3,000 – 3,999
■ Student 250 – 499	■ Genius 4,000 – 5,499
■ Scholar 500 – 999	■ Mastermind 5,500 – 7,499
■ Whiz 1,000 – 1,499	■ Champion 7,500 – 9,999
■ Ace 1,500 – 1,999	■ Grand Champion 10,000+
■ Expert 2,000 – 2,999	

+ Our School's Goal

- Sixty percent (60%) of students will earn a player skill level of Mathematician or above (Genius, Mastermind, Champion, or Grand Champion) by **May 6**.
- The first, second, and third student to earn the title of Grand Champion, 10,000+, wins \$100, \$50, and \$25 respectively.



+ STAR READING & MATH FACTS

- The system provides a practice test prior to the real test.
- Teachers can help students on the practice test, but cannot answer student questions during the actual test.
- The test is timed!
- The test provides a score resembling 1.1 or > 12, which means a student's performance is at the first grade, first month (1.1) or is above 12th grade.
- Our school requires students to test monthly in STAR Reading and Math. ELA and Math Teachers may test more frequently to help students develop performance goals, progress monitor student learning, celebrate student achievements, and adjust student instruction

+ STAR READING & MATH FACTS (continued)
Promotion Decisions

- Students performing:
 - two or more years behind their enrolled grade in ELA or mathematics will not be promoted at the end of the year.
 - above grade level may be allowed to take ELA and/or mathematics courses with an upper grade level.
 - above grade level in ELA and mathematics may be promoted to the next grade level.

+ 5th Grade Superstars

READING	MATH

+ STAR READING SCORES & THE LAW 5th Grade

- Of the **26** fifth grade students, **5** are reading above grade level, **1** is reading at grade level, and **14** are reading two grade levels below.
- The current reading average is **3.8**; yet, the average should be at least **4.9**.
- At the end of the school year, students who plan to be promoted to the 6th grade need to obtain a reading score of at least 4.0.

+ STAR MATH SCORES & PROMOTION 5th Grade

- Of the **26** sixth grade students who took the mathematics test, **5** are above grade level, **0** are at grade level, and **4** are two grade levels below.
- The current mathematics average is **4.0**; yet, the average should be at least **4.9**.
- At the end of the school year, students who plan to be promoted to the 6th grade need to obtain a mathematics score of at least 4.0.

+ 6th Grade Superstars



+ STAR READING SCORES & THE LAW 6th Grade

- Of the 31 sixth grade students, **1** is reading above grade level, **1** is reading at grade level, and **14** are reading two grade levels below.
- The current reading average is **3.9**; yet, the average should be at least **5.9**.
- At the end of the school year, students who plan to be promoted to the 7th grade need to obtain a reading score of at least 5.0.

+ STAR MATH SCORES & PROMOTION 6th Grade

- Of the 30 sixth grade students who took the mathematics test, **3** are above grade level, **2** are at grade level, and **9** are two grade levels below.
- The current mathematics average is **4.7**; yet, the average should be at least **5.9**.
- At the end of the school year, students who plan to be promoted to the 7th grade need to obtain a mathematics score of at least 5.0.

+ 7th Grade Superstars

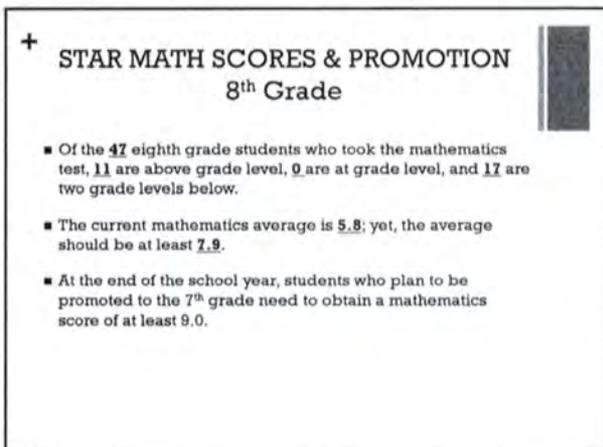
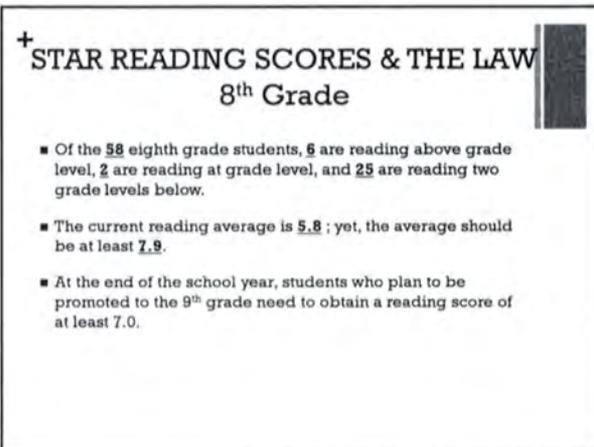
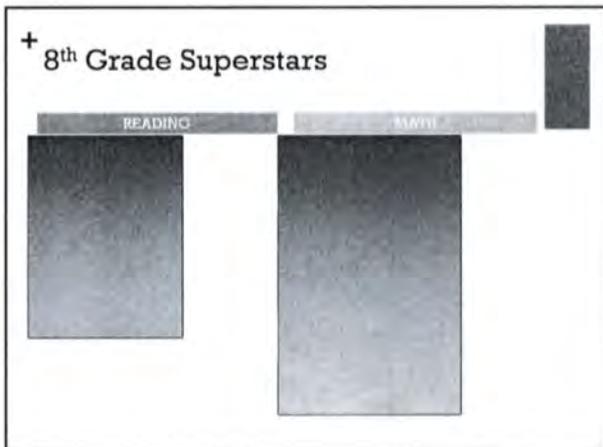


+ STAR READING SCORES & THE LAW 7th Grade

- Of the **41** seventh grade students who took the test, **8** are reading above grade level, **0** are reading at grade level, and **31** are reading two grade levels below.
- The current reading average is **5.1**; yet, the average should be at least **6.9**.
- At the end of the school year, students who plan to be promoted to the 8th grade need to obtain a reading score of at least 6.0.

+ STAR MATH SCORES & PROMOTION 7th Grade

- Of the 38 seventh grade students who took the mathematics test, **6** are above grade level, **0** are at grade level, and **12** are two grade levels below.
- The current mathematics average is **5.6**; yet, the average should be at least **6.9**.
- At the end of the school year, students who plan to be promoted to the 8th grade need to obtain a mathematics score of at least 6.0.



+ STAR Math Recap (Class Average)

- Austin – 4.7
- Burns – 4.0
- Clark – 5.3
- Fairbanks – 6.5
- Maxwell – 5.1
- Robinson – 5.8
- Sparks – 4.7

+ Ways to Improve STAR Reading Scores

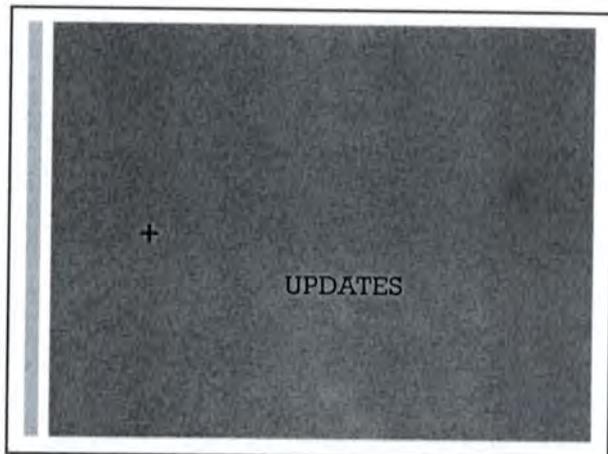
- Read all the time
 - The more students read, the more likely they will see their reading levels go up.
- Read out loud
 - When students read aloud, they hear problems and may automatically correct errors they did not realize they were making.
- Talk about reading
 - Students who talk about what they have read improve their ability to make predictions, answer clarifying questions and analyze what they are reading, all of which improves reading comprehension.
- Find the right book
 - Look for a book that fits the student's reading level and interests.

+ Ways to Improve STAR Math Scores

- Seek help from the teacher and classmates
 - All math courses are taught in a specific sequence because every topic builds on the previous topic. Thus, students have to immediately address learning concepts they do not know so they do not fall further behind.
- Work example problems and check your answers to gain practice with every lesson.
 - Register for Khan Academy to watch free math videos and receive help.
- Talk math
 - Through the process of rephrasing and breaking things down into bite size chunks, students deepen their understanding of mathematics and help expose the stumbling blocks they have with content. **TEACHERS ARE NOT MIND READERS...THEY CAN HELP YOU LEARN, BUT ONLY IF THEY UNDERSTAND WHAT YOU DON'T KNOW OR WHAT YOU HAVE MISUNDERSTANDING.**
- If the problem lends itself to it, draw a picture of the problem.
 - The process of drawing the solution causes us to internalize what the problem is really asking for. It helps figure out how to proceed.

+ Let's Congratulate...





+

Saturday Tutoring Starts October 17.

+

Win a Tablet or Cash !!!

- Contest begins today
- Student must improve his or her STAR Math or Reading Scale Score performance from September to October by 5% to enter a drawing to win a tablet.
- The student in each grade with the most STAR Math or Reading performance improvement on the November assessment will cash.



+

CASH RULES EVERYTHING AROUND ME

- All students who improve their attendance and those who possess a 98% attendance rating or above will be entered into a drawing to win money each week .
- Students selected for the Head of School's Attendance Caught Being Good list who improve their attendance will be entered into a drawing to win money as well.
- Students selected for the Head of School's Attendance Caught Being Good list will also be eligible to participate in the improvement drawing; yet, students on the improved attendance, but not on the Head of School's Attendance Caught Being Good list will not be eligible for Head of School's Attendance Caught Being Good drawing.



+ Contest Rules for Cash Drawings

- Students selected for cash prizes must be present and on time to school to claim their prize.
- Any student who is not in attendance for the weekly cash giveaway will forfeit their prize.

+ Pick a Number & Get Someone Paid



- Head of School Caught Being Good
- SELECT A NUMBER FROM 1 - 123



Artifact

5

Preclarus Mastery Academy

Lesson Plan Template

<u>Teacher:</u>	<u>Grade/Subject:</u> <u>grade ELA</u>	<u>Week of:</u> <u>11/30-12/4</u>
<u>Missouri Learning Standards:</u> RL.8.1, RL.8.2.		
<u>Higher Order Thinking Questions:</u> 1. What would be another good title for the section "Raising Awareness of Storms' Possibility"? 2. <u>What distinguishes a "gray swan" event from a "black swan" event?</u> 3. <u>How likely are we to get a hurricane. Explain why.</u> 4. <u>What is the main idea of this article?</u>		
<u>Academic Vocabulary:</u> <u>Analyze</u> <u>Inference</u> <u>Predictions</u> <u>Tense</u> <u>Science fiction</u> <u>Informational text</u> <u>Annotate</u>		
<u>Lesson Objectives:</u> <u>Monday- Students will learn how to identify Main Idea in informational text.</u> <u>Tuesday- Students will be able to annotate a text to develop deeper understanding of text</u> <u>Wednesday-Students will be able to identify the types of questions that ask them to draw conclusions or make inferences. Students will also be able to answer those types of questions.</u> <u>Thursday-Students will be able to summarize a text.</u> <u>Friday- Students will be able to use all the strategies and techniques they've learned this week and apply them in an educational setting.</u>		
<u>Do Now: 3 – 5 minutes 1 paragraph</u> <u>Monday- Explain the difference between hurricanes and tornadoes.</u> <u>Tuesday- Explain how hurricanes are formed</u> <u>Wednesday-Annotate paragraph on the board.</u> <u>Thursday- Take 5 vocabulary words and create a short paragraph.</u> <u>Friday- What are three strategies you can use to increase comprehension?</u>		

Activating Strategy (connect Do Now with lesson): 3 – 5 minutes

Monday- Imagine you were at home and a hurricane hit, what would you do? Tell a story. Be creative.

Tuesday- Predict that you experienced a “hypercane”.

Wednesday- in your own words, why would a hurricane hit Tampa Bay?

Thursday- Explain how to grow a glacier (connected to homework article) Draw pictures to prove your answer.

Friday- What are the chances of a hurricane happening here? Use evidence from the text and prior knowledge to make your inference.

Instruction:

Monday-

Direct Instruction – Main Idea. Students will view a power point that discusses main idea strategies. The teacher will also go over the school wide use of the “Main Idea is in your Hand Strategies. Teacher will point out important information about finding main idea and supporting details.

Guided Instruction/Guided Practice – Students and teachers will complete a worksheet with sample items on finding main idea and supporting details together. Teacher will also instruct students how main idea questions will look on a test.

Independent Practice – Students will independently find the main idea of their science article inside their groups. Students must fill out a chart that has main ideas and supporting details with the analogy of a table. Table top is main idea; the table legs are supporting details.

Small Group Instruction – Inside the small groups students will work on Daily 3 using their science/informational text. There are three groups: Justification, Teacher Led, and Vocabulary. In writing group, students will work together to find the main idea and answer the question using R.A.C.E. format. In the Vocabulary group, student use context clues to find meaning of vocabulary words. In the Teacher Led group for this article students will answer higher level questions that cause them to apply comprehension skills.

Tuesday-

Direct Instruction – Annotation. Students will learn how to annotate a text with specific marks.

Guided Instruction/Guided Practice – Students will use sample article and annotate the text together on the board.

Independent Practice – Students will annotate the science article/informational text given yesterday. This will be done in small groups as a justification assignment. Students will be given a guideline on how many marks they should have on the text.

Small Group Instruction – There are three groups: Justification, Teacher Led, and Vocabulary. In writing group, students will mark the text (annotate) to get a deeper understanding of the text. In the Vocabulary group, students use context clues to continue finding the vocabulary words. Vocabulary words should be finished. Students must also identify which words they used to help find the meaning (clue words). In the Teacher Led group for this article students will answer higher level questions that cause them to apply comprehension skills that come from annotating text.

Wednesday-

Direct Instruction – Drawing conclusion Teacher will present a power point on drawing conclusions. This PowerPoint covers how to draw conclusions, why to draw conclusions, and what drawing conclusions look like on a test. We will study specific strategies. For example: evidence from text + prior knowledge= making an inference.

Guided Instruction/Guided Practice – Students and teachers will read sample passages and answer questions that cause them to draw conclusions.

Independent Practice – The independent practice will be done in the Daily three as well. Students will use the same article and given questions that cause them to draw conclusions. For example: Our article this week is on Hurricanes. One of their questions for this group is: Why did the scientists MOST LIKELY look at hurricanes throughout history?

Small Group Instruction – In the Vocabulary section, students come up with examples and non-examples of each vocabulary word. Students will write a 1 page story using each vocabulary word to show that they know the meaning of the word. In Teacher Led, students and teacher will work on drawing conclusions and making inferences.

Thursday-

Direct Instruction – Summarizing. Students will view PowerPoint on Summarizing. Students will learn what is acceptable, what isn't acceptable, and more importantly how to summarize. They will learn how to use every part of the article to help them analyze exactly what the article is about.

Guided Instruction/Guided Practice – Students and teachers will summarize sample passages on the board.

Independent Practice – Students will use their same weekly article and summarize it. Because they've seen this article all week, they should have a thorough understanding of the topic.

Small Group Instruction – In the vocabulary group, students will have a quick study over the words in order to prepare for the test tomorrow. In Teacher Led, students will look at summaries of articles to identify which articles are accurately summarized and/or what needs to be changed.

Friday-

Direct Instruction – Teacher and students will review each major rule that goes with the daily components we've practiced all week long.

Guided Instruction/Guided Practice – Students will be divided into groups. We will play Jeopardy over Main Idea, Predictions, Summarizing, and making Inferences/Drawing conclusions.

Independent Practice – Students will take independent vocabulary test

Small Group Instruction –

Exit Slip: 3 – 5 minutes

Monday- Identify the steps to finding the main idea.

Tuesday- Why should we annotate text?

Wednesday- 3 things you've learned, 2 things you already knew, and 1 thing you still need help with

Thursday- What should we be sure to include in a summary

Friday-Identify two things this week that were not clear to you.

Homework: Close Read Article :Glaciers

Monday- Prediction

Tuesday- Main Idea

Wednesday- Drawing Conclusions

Thursday- Making Inferences

Friday- None

Differentiation, Remediation/Extension Activities, IEP Accommodations/Modifications:
Students will work in groups so there will be one on one instruction. Therefore students will be given a variety of instruction techniques.

Monday-

Tuesday-

Wednesday-

Thursday-

Friday-

Lesson Reflection:

Monday-

Tuesday-

Wednesday-

Thursday-

Friday-

Study Finds that Off-the-Charts Hurricanes are Possible but Not Likely By Washington Post, adapted by Newsela staff 09.17.15

The nation recently focused its attention on the 10-year anniversary of Hurricane Katrina. It was the most destructive hurricane in U.S. history. However, it wasn't the worst storm that could have possibly hit New Orleans, Louisiana. That's true of many other places, too. Now, in a new study, Princeton University's Ning Lin and Massachusetts Institute of Technology's (MIT) Kerry Emanuel demonstrate that in three global cities there could come a storm that is much worse than anything in memory. The three cities are Tampa, Florida; Cairns, Australia; and Dubai, United Arab Emirates.

Predicting The Probability Of A "Gray Swan"

These theoretical storms are also highly unlikely to occur. In some cases, they could happen once every 10,000 years or even less often. The researchers call these possible storms "gray swans." The term is a play on the idea of a "black swan" event, which is an unpredictable disaster. A "gray swan," by contrast, can actually be predicted, even though it is extremely rare. The purpose of the study is "to raise awareness of what a very low probability, very high impact hurricane event might look like," said Emanuel. The storms were generated by a special computer program. It took into account hurricane patterns and predictions about global warming. The program allowed the researchers to look at many different possible storms in the made up, or simulated, world.

Asteroid Could Leave "Hypercane" In Its Wake

"When you do hundreds and hundreds of thousands of events, you're going to see hurricanes that are unlike anything you've seen in history," said Emanuel. He developed math equations that show how strong a hurricane can be. He said that a hurricane with winds approaching 500 mph is possible if an asteroid hits Earth. Hurricanes gather their energy from water evaporating over warm ocean surfaces, and an asteroid strike could heat up ocean waters far beyond their normal temperature. Emanuel called this possible event a "hypercane." So what did the researchers see in the future? Let's take Tampa Bay. It hasn't been hit by a major hurricane since 1921. That storm drove a 3- to 3.5-meter storm surge, or a 10- to 11-foot flood, on the coast, and caused dramatic damage. In 1848, another storm produced a surge of 4.6 meters, or about 15 feet.

Directions: Answer the following questions. Justify your answers using evidence from the text.

1. Based on the title of the article, predict what you think this article may be about.

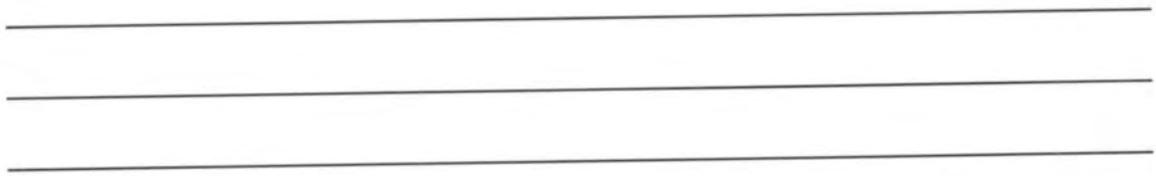
Monday

2. Identify the main idea of the article. Use three details from the article to support your answer.

Tuesday

3. Making Inferences/Drawing Conclusions: Why did the scientists MOST LIKELY look at hurricanes throughout history?

Wednesday



Artifact

6



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December 3, 2015

Data Teams: A Structure for Teacher Talk and Student Growth (ELA)

“Until you have data as a backup, you’re just another person with an opinion.” – Dr. Perry Gluckman

What Are Data Teams?

- Small grade-level or department teams that examine individual student work generated from common formative assessments
- Collaborative, structured, scheduled meetings that focus on the effectiveness of teaching and learning

Data Team Actions

- “Data Teams adhere to continuous improvement cycles, examine patterns and trends, and establish specific timelines, roles, and responsibilities to facilitate analysis that results in action.” (S. White, Beyond the Numbers, 2005, p. 18).

The Data Team Process

Step 1 – Collect and chart data (cause and effect)

Step 2 – Analyzes strengths and obstacles

Step 3 – Establish goals: set, review, revise

Step 4 – Select instructional strategies

Step 5 – Determine results indicators to determine if:

- the strategy is being implemented
- the strategy is having intended effect on student learning and improved performance

Requirement: Bring common assessment organized by descending scores to the weekly meeting.

Common Assessments

- Provide a degree of consistency
- Represent common, agreed-upon expectations
- Align with Power Standards



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-
- Help identify effective practices for replication
 - Make data collection possible

Common Assessment Formatting

- 10 questions from a science based informational text related to comprehension strategies--main idea, supporting details, drawing conclusions, inferencing, summarizing, making predictions, comparing and contrasting (analyzing), and paraphrasing.
- At least 1 constructed response question (Number the constructed response question the same number on each assessment.)
- At least 1 multiple selected response question (Students must check all that apply, not a letter choice that says all of the above or multiple choice letters A and B.)
- Varying DOK levels, with 1 question requiring application and 1 question requiring strategic thinking for each ten questions presented on the assessment (starting in February)

Common Assessment Guidelines

- Administer common assessment to all classes
- Give assessment every two weeks
- Bring assessments grouped by homeroom in descending order
- **Assessments must be approved prior to administering to students**

Types of Data Teams

- Vertical – Departmental Teams (English/Math)
- Horizontal – Grade Level Teachers

At Preclarus We Will Use Both Data Teams

Frequency and Length of Data Team Meetings

- Once a week on Thursdays
- First 45 – 60 minutes of planning (Report to the meeting within 5 minutes of the start of your planning)
- Meeting location – Dr. Harris' office

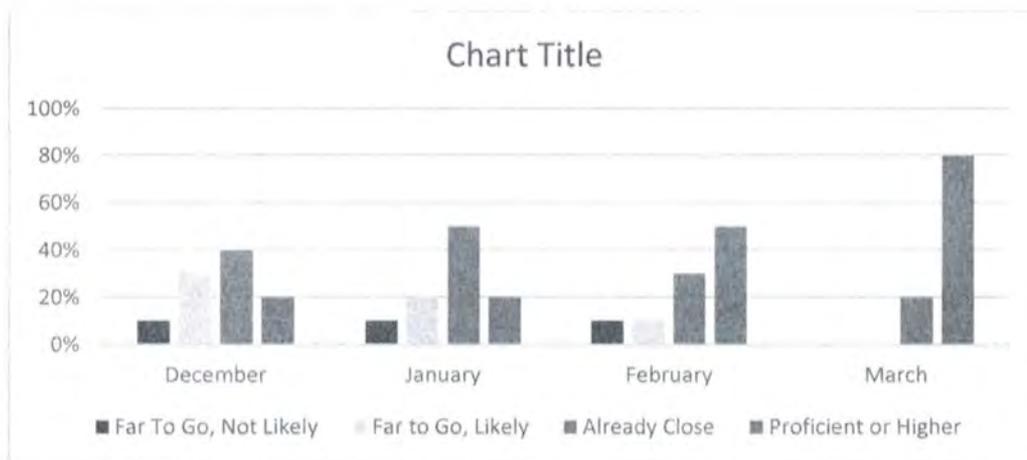


PRECLARUS MASTERY ACADEMY

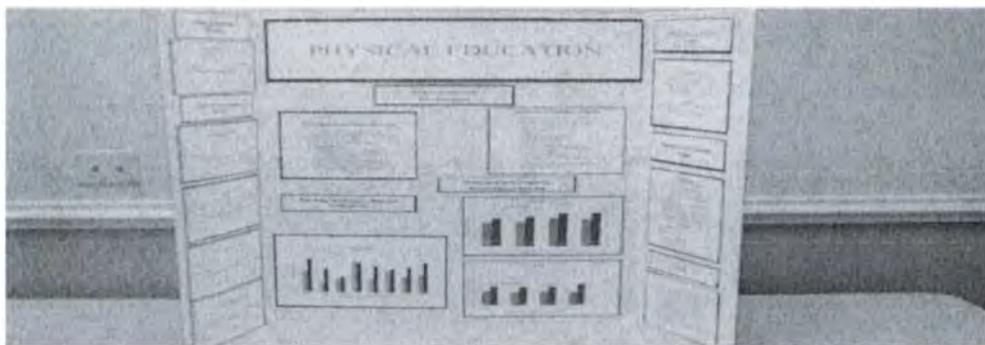
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Post Data

- Make simple graphs to share results
 - Display in classrooms (teachers)
 - Display in data meeting (Head of School)
 - Display in newsletters (Head of School)
 - Schoolwide Data Wall (Director of Curriculum)



Data Fair



- **Data Fair held in conjunction with the First Semester Awards Assembly conducted on Thursday, January 21, 2016.**



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Classroom Data Wall

Teachers will display a classroom data wall for each class they teach, which will be updated bi-weekly after administering the common assessment. Data walls should contain the following information:

- SMART Goal
- Standard/Skill
- Student scores by student number (no names)
- Graph of monthly assessment results
- Date of next assessment

Next Steps:

- Common pre-assessment created and submitted to Mrs. Bell-Greenough and Dr. Harris by Wednesday, December 9.
- Common pre-assessment administered, scored, and tracker submitted to Mrs. Bell-Greenough and Dr. Harris by Thursday, December 17.

Takeaway Notes:

Teacher's Name _____

Teacher's Signature _____

Date _____

A PREMIER HONORS ACADEMY IN THE HEART OF ST. LOUIS CITY



PRECLARUS MASTERY ACADEMY

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December 3, 2015

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- the strategy is being implemented
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Requirement: Bring common assessment organized by descending scores to the weekly meeting.

Common Assessments

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- Represent common, agreed-upon expectations



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-
- Align with Power Standards
 - Help identify effective practices for replication
 - Make data collection possible

Common Assessment Formatting

- 10 questions from the Number Sense and Operations strands from the Priority Standards for each grade level.
- At least 1 constructed response question (Number the constructed response question the same number on each assessment.)
- At least 1 multiple selected response question (Students must check all that apply, not a letter choice that says all of the above or multiple choice letters A and B.)
- Varying DOK levels, with 1 question requiring application and 1 question requiring strategic thinking for each ten questions presented on the assessment (starting in February)

Common Assessment Guidelines

- Administer grade-level specific common assessment to all classes
- Give assessment every two weeks
- Bring assessments grouped by homeroom/class period in descending order
- **Assessments must be approved prior to administering to students**

Types of Data Teams

- Vertical – Departmental Teams (English/Math)
- Horizontal – Grade Level Teachers

At Preclarus We Will Use Both Data Teams

Frequency and Length of Data Team Meetings

- Once a week on Thursdays
- First 45 – 60 minutes of planning (Report to the meeting within 5 minutes of the start of your planning)
- Meeting location – Dr. Harris' office



PRECLARUS MASTERY ACADEMY

DR. TONYA HARRIS, HEAD OF SCHOOL

620 NORTH GRAND BOULEVARD

ST. LOUIS, MO 63103

OFFICE: (314) 454-0815

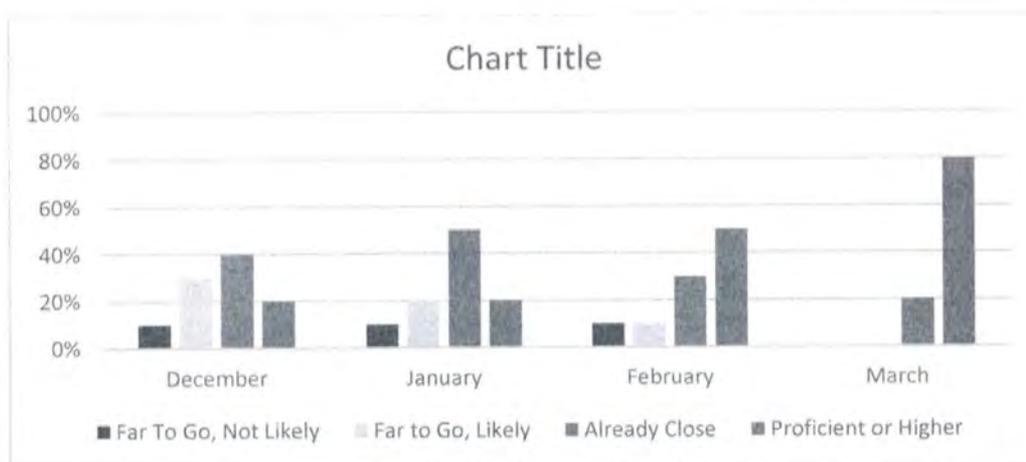
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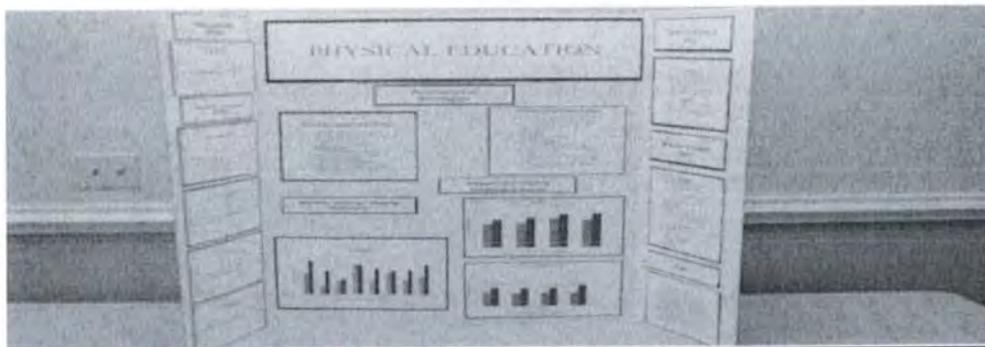
TWITTER: @PMA_HOS

Post Data

- Make simple graphs to share results
 - Display in classrooms (teachers)
 - Display in data meeting (Head of School)
 - Display in newsletters (Head of School)
 - Schoolwide Data Wall (Director of Curriculum)



Data Fair



- **Data Fair held in conjunction with the First Semester Awards Assembly conducted on Thursday, January 21, 2016.**

A PREMIER HONORS ACADEMY IN THE HEART OF ST. LOUIS CITY



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Classroom Data Wall

Teachers will display a classroom data wall for each class they teach, which will be updated bi-weekly after administering the common assessment. Data walls should contain the following information:

- SMART Goal
- Standard/Skill
- Student scores by student number (no names)
- Graph of monthly assessment results
- Date of next assessment

Next Steps:

- Common pre-assessment created and submitted to Mrs. Bell-Greenough and Dr. Harris by Wednesday, December 9.
- Common pre-assessment administered, scored, and tracker submitted to Mrs. Bell-Greenough and Dr. Harris by Thursday, December 17.

Takeaway Notes:

Teacher's Name _____

Teacher's Signature _____

Date _____

A PREMIER HONORS ACADEMY IN THE HEART OF ST. LOUIS CITY

Data Team Forms

Date:

Step 1. Collect & Chart Data

us
GLE/ML/CCS:

What is Proficient? **80% and higher**

Teacher	# Students tested	# Students proficient and higher 80% and higher	% Students Proficient and higher	Names of students proficient and higher	# Students already close 60% - 79%	% of Students already close	Names of students already close	# Students far to go, however, likely to be proficient with instruction 30-59%	% Students far to go, however, likely to be proficient with instruction	Names of students far to go; however, likely to be proficient with instruction	# of students not likely to be proficient (extensive support) 20% and below	% of students not likely to be proficient (extensive support)	Names of students not likely to be proficient (extensive support)
1			#####			#####			#####			#####	
Proficiency Target: %													
2			#####			#####			#####			#####	
Proficiency Target: %													
Team			#####			#####			#####			#####	
Proficiency Target: %	#####	#####	#####		#####	#####		#####	#####		#####	#####	

Data Team Forms

Date:

Step 2: Analyze Strengths and Obstacles (Weaknesses)

work being analyzed:

Strengths		Obstacles <small>(why not proficient? Common errors? Misconceptions about concept or skill)</small>

Inferences

1		
2		
3		

Step 3: Set a SMART Goal (Specific, Measurable, Achievable, Relevant, Timely)

The percentage of _____ students scoring proficient or higher in _____ will increase from _____% to _____% by _____ as measured by _____ administered on or before _____.

Data Team Forms

Date:

Step 4: Select Instructional Strategies

Area of Improvement:

GLE:

Students Proficient and already close

Strategies should have an impact on student learning, possibly in more than one area. Strategies should be researched-based. (Marzano, Cooperative learning, etc)

1

2

3

Students who have far to go; however, with instruction will likely be proficient

Strategies should have an impact on student learning, possibly in more than one area. Strategies should be researched-based. (Marzano, Cooperative learning, etc)

1

2

3

Intervention group in need of extensive support

Strategies should have an impact on student learning, possibly in more than one area. Strategies should be researched-based. (Marzano, Cooperative learning, etc)

1

2

3

Data Team Forms

Date:

Step 5: Results Indicators

How will we know the strategies are working?
1
2
3
4

While implementing these strategies, what do we expect to see?
1
2
3
4

Post Data

Teacher	# Students tested	# Students proficient and higher <u>80% and higher</u>	% Students Proficient and higher	Names of students proficient and higher	# Students already close <u>60% - 79%</u>	% of Students already close	Names of students already close	# Students far to go; however, likely to be proficient with instruction <u>30-59%</u>	% Students far to go; however, likely to be proficient with instruction	Names of students far to go; however, likely to be proficient with instruction	# of students not likely to be proficient (extensive support) <u>29% and below</u>	% of students not likely to be proficient (extensive support)	Names of students not likely to be proficient (extensive support)
1			#####			#####			#####			#####	
2			#####			#####			#####			#####	
Team	#####	#####	#####		#####	#####		#####	#####		#####	#####	

Artifact

7

SGP SEPT-DEC 2015

Reading

5th Grade	
14	66 - 99
5	35 - 65
7	1 - 34
0	No SGP
26	Total

53.85%	66 - 99
19.23%	35 - 65
26.92%	1 - 34
0.00%	No SGP

6th Grade	
17	66 - 99
9	35 - 65
7	1 - 34
0	No SGP
33	Total

51.52%	66 - 99
27.27%	35 - 65
21.21%	1 - 34
0.00%	No SGP

7th Grade	
24	66 - 99
19	35 - 65
2	1 - 34
1	No SGP
46	Total

52.17%	66 - 99
41.30%	35 - 65
4.35%	1 - 34
2.17%	No SGP

8th Grade	
25	66 - 99
17	35 - 65
4	1 - 34
1	No SGP
47	Total

53.19%	66 - 99
36.17%	35 - 65
8.51%	1 - 34
2.13%	No SGP

All Grades	
80	66 - 99
50	35 - 65
20	1 - 34
2	No SGP
152	Total

52.63%	66 - 99
32.89%	35 - 65
13.16%	1 - 34
1.32%	No SGP

SGP SEPT-DEC 2015

Math

5th Grade	
19	66 - 99
6	35 - 65
1	1 - 34
0	No SGP
26	Total

73.08%	66 - 99
23.08%	35 - 65
3.85%	1 - 34
0.00%	No SGP

6th Grade	
20	66 - 99
10	35 - 65
3	1 - 34
0	No SGP
33	Total

60.61%	66 - 99
30.30%	35 - 65
9.09%	1 - 34
0.00%	No SGP

7th Grade	
30	66 - 99
11	35 - 65
4	1 - 34
1	No SGP
46	Total

65.22%	66 - 99
23.91%	35 - 65
8.70%	1 - 34
2.17%	No SGP

8th Grade	
27	66 - 99
15	35 - 65
4	1 - 34
1	No SGP
47	Total

57.45%	66 - 99
31.91%	35 - 65
8.51%	1 - 34
2.13%	No SGP

All Grades	
96	66 - 99
42	35 - 65
12	1 - 34
2	No SGP
152	Total

63.16%	66 - 99
27.63%	35 - 65
7.89%	1 - 34
1.32%	No SGP



What is a Student Growth Percentile?

A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 90, it means the student has shown more growth than 90 percent of academic peers.

Why are SGPs useful?

SGPs add significantly to your understanding of how well a student is doing in school. While knowing a student's level of achievement tells you whether the student is performing below, above, or on grade level, an SGP indicates what kind of progress the student is making. For example, a student may be performing at a low level, yet experiencing high rates of growth. Conversely, a high-performing student could be stagnating.

Specifically, SGPs tell you whether a student's growth is more or less than can be expected. For example, without an SGP, a teacher would not know whether an increase of 100 scaled scores represented average, above-average, or below-average growth. This is because students of differing achievement levels in different grades grow at different rates. For example, a high-achieving second grader grows at a different rate than a high-achieving eighth grader.

Because STAR assessments are given to so many students, Renaissance Learning has data for millions of testing events. Using a dataset of more than 11 million students, we are able to calculate growth norms. In other words, we can approximate how much growth is typical for students of different abilities in different grades from one time period to another. Thus we can provide a score that is a fair representation of just how well a student is growing using our Student Growth Percentile or SGP calculation in STAR. Furthermore, because all SGP scores are reported on the same scale (1–99) we can calculate a median, or middle score, that represents an SGP for a group, such as a class, grade, or school as a whole. Median growth percentiles can be used for comparison purposes.

Who developed Student Growth Percentiles (SGP) used in STAR Assessments?

SGP was developed by Dr. Damian Betebenner from the National Center for the Improvement of Educational Assessment in partnership with the Colorado Department of Education.

For more frequently asked questions, please see the Student Growth Percentile FAQ (<http://docs.renlearn.com/KMNet/R005843653129F34.pdf>). For greater detail of functionality from a statistical and psychometric perspective, please see the Technical Manuals, available in Renaissance Place under STAR > Resources.

Is SGP “fair” to high achieving students?

Yes. High achieving students are compared against a national sample of other high achieving students with similar achievement history. Every student, regardless of their grade or initial achievement level, has a chance to receive any SGP between 1 and 99. So, it is possible for a student who is scoring well above average at the beginning of the year to have an SGP that is relatively low. Take, for example, a student with a consistently high STAR Percentile Rank (e.g. 95 PR) who is showing a low SGP (e.g. 19 SGP). It may seem odd that such a high performing student would receive a relatively low growth score, but this simply indicates that 81 percent of this student’s academic peers experienced more growth.

Can SGP be used with English Learners or students receiving Special Education services?

Yes. The SGP norming sample included students categorized as English Learners and Special Education. However, much remains to be learned regarding how English Learners and Special Education students grow and whether it is reasonable to expect the same amount of growth as other students. Preliminary analyses with STAR data show that the median SGP for these groups tends to be slightly lower than the general population of students. To shed more light on this topic and better assist educators with goal setting, Renaissance Learning is collecting Special Education categorical data with the assistance of Dr. James Ysseldyke of the University of Minnesota. Future data collection efforts will focus on English Learners. If your district uses STAR and would like to contribute data to this research project, please contact research@renaissance.com to learn more.

What is typical growth?

Renaissance Learning does not provide benchmarks for typical growth. However, many states that have adopted SGP consider 35–65 SGP to be the benchmark for typical growth. For more information, we recommend that educators look to states that have adopted SGP to see how they are using this data. A helpful tool can be found through this link: [Typical Growth Defined by States](#).

In the states that have adopted SGP, how will a student’s SGP from the state test compare to their SGP from STAR?

The statistical model for Student Growth Percentile is the same across the 23 states who’ve adopted it—and now for STAR. However, a student’s SGP on any assessment can be different than their SGP from STAR. Keep in mind that the tests are different, the amount of time between tests is different, and norming groups are different.

Having two tests report a slightly different SGP is a good thing. A similar growth measure from two separate sources is a great way to get multiple data points. If both tests show a student is growing, you can be reasonably sure the student is growing. If both tests show a student is not growing, you can be reasonably sure they are not growing. If one test shows a student is growing and the other shows they’re not, then you are getting a clear signal you must dig deeper.

Why can’t I get SGP based only on students in my state?

The Student Growth Percentile in STAR compares students to their academic peers nationwide. An SGP in STAR provides a unified, national way to compare student growth based on national data rather than state-level data.

Artifact

8



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Collaborative Professional Growth Plan

Staff Member _____ Assignment _____
 School Year _____ Leader _____

SMART Goal Statement (Employee)	Check the Goal's Domain:	How will this goal improve student learning?	What measurable criteria will be used to assess your goal's success?
SMART Goal Statement (Leader)	Check the Goal's Domain: <ul style="list-style-type: none"> • Planning, Preparation, & Curriculum _____ • Classroom Environment & Student Management _____ • Instruction & Assessment _____ • Professional Responsibilities & Relationships _____ 	How will this goal improve student learning?	What measurable criteria will be used to assess your goal's success?



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Collaborative Professional Growth Plan

Staff Member _____ Assignment _____ Teacher _____
 School Year 2015-2016 Leader Ms. Bell-Greenough

<p>SMART Goal Statement (Employee)</p> <p>By May 30th 2016, the teacher will redesign the English Language Arts curriculum for the 2016-2017 school year, including but not limited to a pacing guide, a scope and sequence, and school wide ELA goals.</p>	<p>Check the Goal's Domain:</p> <ul style="list-style-type: none"> • Planning, Preparation, & Curriculum <u> X </u> • Classroom Environment & Student Management _____ • Instruction & Assessment _____ • Professional Responsibilities & Relationships _____ 	<p>How will this goal improve student learning?</p> <p>This goal will benefit student learning by having a clear curriculum with measurable learning outcomes. This goal will also ensure that students are receiving the same concepts with grade level specific instruction.</p>	<p>What measurable criteria will be used to assess your goal's success?</p> <ol style="list-style-type: none"> 1) A completed pacing guide, 2) A completed scope and sequence, 3) ELA school wide goals
<p>SMART Goal Statement (Leader)</p> <p>By May 30, 2016, _____ will implement Science-based Informational text to teach reading skills in class and for homework 80% of the time.</p>	<p>Check the Goal's Domain:</p> <ul style="list-style-type: none"> • Planning, Preparation, & Curriculum _____ • Classroom Environment & Student Management _____ • Instruction & Assessment <u> X </u> • Professional Responsibilities & Relationships _____ 	<p>How will this goal improve student learning?</p> <p>This goal will support student achievement on both Science and Reading assessments.</p>	<p>What measurable criteria will be used to assess your goal's success?</p> <p>We will utilize lesson plans and student work samples (Do Now, exit slips, in-class assessments, small group activities, homework) to determine the effectiveness of using Science-based Informational Text.</p>



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Activities/Methods to Accomplish the Goal	Resources Needed	Timeline
<ol style="list-style-type: none"> 1) The teacher will work with others in the ELA department in asses the changes that need to make to the ELA curriculum. 2) The teacher will work with the administration teacher and ELA teachers to develop goals for the ELA curriculum. 3) The teacher will research curriculum that are imbedded with research based strategies to add to the curriculum. 	<p>1) Input from other staff members on what changes and goals are needed for this curriculum.</p>	<ol style="list-style-type: none"> 1) Finished product out to ELA teachers by March for their feedback and changes. 2) Final copy for approval out to staff by middle of April.



New Teacher Mentoring Program 2015-2016

PROGRAM GOALS

Preclarus Mastery Academy supports the continued improvement of teachers new to the school through its Mentoring Program. The purpose of the Mentoring Program is to link the New Teacher with a veteran teacher whom he/she can rely on for assistance and guidance. During this mentoring period, ongoing collaboration will facilitate the growth of the New Teacher toward the highest levels of professional practice during his/her first years of teaching. The Preclarus Mastery Academy mentoring program provides a two-year mentoring partnership for teachers new to the field of education. At the discretion of the building principal and/or Director of Curriculum and Instruction, a one-year mentor may also be provided for teachers making significant changes to their teaching assignments.

Mentoring programs have been shown to help solve or reduce problems faced by new teachers. In addition, mentoring programs help retain promising teachers. At Preclarus, our mentoring program will focus on the following:

- Curriculum and Planning
- Teaching effectiveness
- Classroom climate
- Identification of school problems
- Student behavior and discipline
- Meeting the needs of all students
- Parent/teacher relationships
- Emotional and personal support
- Orientation to the school, policies, and procedures

The two-year mentoring program will assist new teachers in meeting the requirements for the attainment of a Professional Level License through the Missouri Department of Elementary and Secondary Education. During the program, the New Teacher and Mentor will maintain a log of mentoring activities. Mentors will complete informal observations of the New Teacher to provide feedback for the development of the New Teacher. New Teachers will complete informal observations of the Mentor to observe effective teaching practices for professional growth.

Not all inductees will require a second year mentor. The need for a second year mentor will be mutually determined by the inductee and school administration, and based in part on the prior work experience, licensure status, and professional needs of the inductee.

CONFIDENTIALITY STATEMENT

It is important that the New Teacher be able to discuss problems openly with the mentor, so that they may be addressed in a timely and informed manner. The mentor is not an evaluator of the New Teacher but, rather, a collaborator with the New Teacher. As a result of this confidentiality, the mentor is not expected to share written or verbal information with any evaluator/administrator.



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Mentor/Mentee Checklist and Log New 1st Year Teacher-1st Semester

Semester One-School Year: Due:

Name of Mentee: Name of Mentor:

Initial and date when completed	Description of Required Activities
	Initial meeting with mentor to tour building, discuss procedures, and provide general orientation to school.
	Assist mentee with gaining access to information systems, data systems, or grading systems used by the school and/or district.
	Assist mentee in set-up of e-mail and how to navigate for sending and receiving e-mails.
	Establish and carry out regular meeting times with mentee.
	Conduct a <u>minimum of two</u> observations in mentee's classroom and provide feedback.
	Follow-up with mentee after new teacher trainings or other workshops. Discuss any activities or teaching strategies that might be implemented or strengthened.
	Assist mentee in conducting <u>at least two</u> observations in mentor's classroom and hold follow-up conferences during the 1 st semester.
	Assist mentee in development and monitoring of their Individual Professional Development Plan.
	Introduce mentee of building's Student Services and Special Education Staff. Assist mentee in learning procedures for medical emergencies and concern. Assist mentee in learning procedures for IEP's and evaluations.
	Discuss MAP, STAR, and NWEA testing and preparing students for standardized testing.



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Mentor/Mentee Checklist and Log New 1st Year Teacher-2nd Semester

Semester Two-School Year: Due:

Name of Mentor: Name of Mentee:

School:

Initial and date when completed	Description of Required Activities
	Continue to carry out regular meeting times with mentee (Enter dates and activities into the Mentor Log)
	Review MO Certification checklist with mentee to make sure he/she is on target with requirements.
	Complete observations in mentee's classroom with feedback provided and/or schedule time for collaborative planning with mentee. 2 observations and/or scheduled times for collaborative planning are required 2 nd Semester.
	Continue to ensure that mentee completes observations in mentor's classroom and/or other master teachers' classrooms, and participates in follow up conferences.
	Continue to monitor progress of mentee's IPDP. First year teachers are required to summarize progress on their IPDP as required by the building principal.
	Reflect with mentee on what was learned during new teacher training sessions. Ask how he/she is using the information learned to improve his/her professional experiences.

	At the close of the school year direct mentee to reflect on strengths and weaknesses and summarize these thoughts on paper.
	Discuss MAP testing and preparing students for MAP

Initial and date when completed	Additional, Suggested Activities Completed by Mentor and Mentee
	Provide support for your mentee who might be feeling overwhelmed. Discuss the importance of maintaining balance between professional and personal life.
	Discuss end-of-the-year procedures and check-out procedures for your building.
	Have your mentee describe two students he/she has in class; one who has already provided a challenge in some way and the other being someone who is "lost in the crowd". Brainstorm ways to "reach" both of these students. Develop a short-term action plan for one week and commit to discussing the outcomes next week.
	Revisit Curriculum Documents. Assist mentee with planning to ensure the implementation of curriculum and pacing guides.
	Other Activities (describe)

I verify that the above information is accurate and complete:

Signature of Mentor:	_____	Date:	_____
Signature of Mentee:	_____	Date:	_____
Signature of DCI:	_____	Date:	_____

Completed Logs must be submitted to the Director of Curriculum and Instruction, Mrs. Amanda Bell-Greenough by the deadline.

Mentor and Mentee must maintain copies of this document for their personal record. Mentees wishing to upgrade to CPC certification must provide a copy of this signed document to DESE at the time of upgrade.



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MENTOR/MENTEE AGREEMENT

For the Academic Year: 2015-2016

Date:

Mentor's Name:
(Last Name) (First Name)

Home Address:
(Street, Apartment Number)

(City) (State) (Zip Code)

Telephone Number: (Home) (Cell)

Name of Mentee:
(Last Name) (First Name)

Home Address:
(Street, Apartment Number)

(City) (State) (Zip Code)

Telephone Number: (Home) (Cell)

The above mentee is a (check one): 1st year teacher 2nd year teacher

Mentors must have completed at least three full-time years of satisfactory contracted teaching to serve as mentor.

A copy of the Preclarus Mastery Academy Mentor/Mentee Checklist for Semester One, Semester Two and Mentor Log(s) must be signed by the mentor and the Director of Curriculum and Instruction (DCI), Mrs. Amanda Bell-Greenough, upon completion or no later than the dates indicated below.

SEMESTER 1 LOGS DUE: December 18, 2015

SEMESTER 2 LOGS DUE: May 27, 2016

Agreement: By signing below, we agree to complete the tasks and activities in the Preclarus Mastery Academy Mentor/Mentee Checklist and Log. We agree to attend all Mentor/Mentee activities outlined in the New Teacher Mentoring Program. The Director of Curriculum and Instruction **MUST** approve all logs in order for the Mentee to complete the program. Mentees must keep signed copies of the completed Mentor Logs and Checklists for their records.

(Signature of Mentor)

(Date)

(Signature of Mentee)

(Date)

(Signature of Director of Curriculum and Instruction)

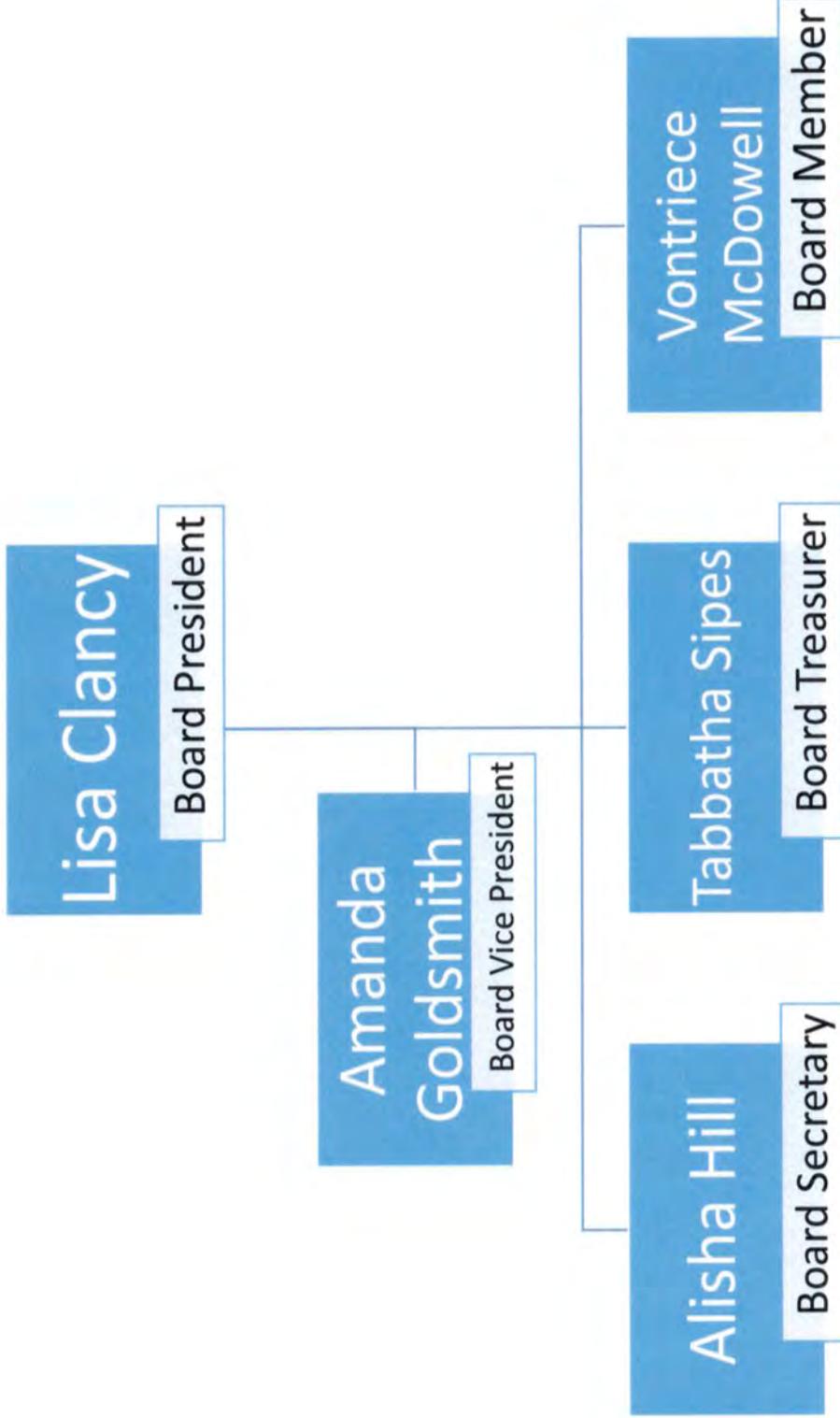
(Date)

Appendix D

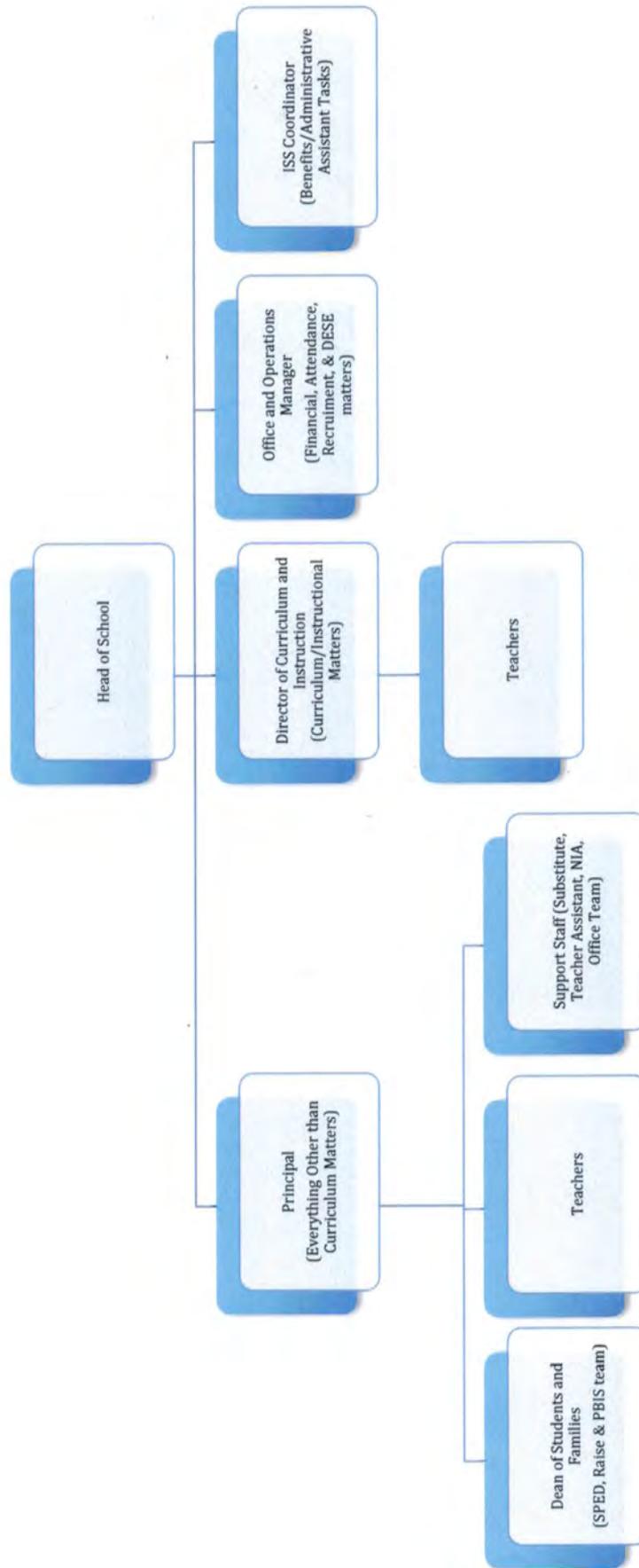
Artifact

1

Preclarus Mastery Academy
Board Organizational Structure
2015-2016



**PRECLARUS MARY ACADEMY
ORGANIZATIONAL STRUCTURE
2015-2016**



Artifact

2

projected

	projected budget 2015-2016	07/01/16 - 06/30/17
Move to new building average daily attendance (ADA)	142	152
Revenue		
Revenues From Local Sources		
School District Trust Fund (Prop C)	\$ 194,678	\$ 148,410
Food Service - Pupils	\$ -	\$ -
Food Service - Adults	\$ 241	\$ 260
Enterprise Source - Student Organizations	\$ -	\$ -
Enterprise Source - Other Pupil Activities	\$ 452	\$ 489
Other - Rentals	\$ -	\$ -
Other - Gifts	\$ 1,809	\$ 1,956
Other - Miscellaneous	\$ 7,055	\$ 7,627
Total Revenues From Local Sources	\$ 141,555	\$ 158,742
Revenue From County Sources		
Other - Miscellaneous	\$ -	\$ -
Total Revenue From County Sources	\$ -	\$ -
Revenue From State Sources		
Basic Formula	\$ 1,207,002	\$ 1,396,196
Transportation	\$ 32,157	\$ 34,766
Remedial Reading	\$ -	\$ -
Free/Reduced Lunch/At Risk	\$ -	\$ -
Basic Formula - Classroom Trust Fund	\$ 73,147	\$ 53,244
Food Service	\$ -	\$ -
High Need Fund - Special Ed	\$ -	\$ -
Total Revenue From State Sources	\$ 1,517,311	\$ 1,484,206
Revenue From Federal Sources		
Individuals with Disabilities (IDEA)	\$ 23,520	\$ 25,429
School Lunch Program	\$ 78,042	\$ 84,373
School Breakfast Program	\$ 37,641	\$ 40,695
After School Snack Program	\$ -	\$ -
Title I, ESEA - Improving Academic Achievement Dis	\$ 153,888	\$ 166,373
Title I-A, Ed for Disadvantaged - ARRA	\$ -	\$ -
Title II Part A&B, ESEA - Teacher/Principal Traini	\$ 19,853	\$ 21,463
Other - CSP	\$ -	\$ -
Total Revenue From Federal Sources	\$ 312,944	\$ 338,333
Non Current Revenue		
Miscellaneous Income	\$ -	\$ -
Total Non Current Revenue	\$ -	\$ -
Total Revenue	\$ 1,971,810	\$ 1,981,281

Expenses

Salaries

Certificated Regular	\$	610,414	\$	616,518
Certificated Substitute / Part Time	\$	14,248	\$	14,248
Certificated Supplemental	\$	-	\$	-
Classified Regular	\$	253,257	\$	255,790
Classified Part Time	\$	45,119	\$	45,570
Total Salaries	\$	923,038	\$	932,125

Benefits

Teacher Retirement (PSRS)	\$	139,152	\$	130,846
Social Security	\$	55,340	\$	57,792
Medicare	\$	12,942	\$	13,516
Employee Insurance	\$	71,561	\$	73,707
Workers Compensation	\$	-	\$	-
Unemployment Compensation	\$	15,187	\$	15,187
Other Employee Benefits	\$	-	\$	-
Total Benefits	\$	294,181	\$	291,048

Purchased Services

Prof/Tech Svc - Instructional Svc	\$	1,500	\$	1,500
Prof/Tech Svc - Instructional Prog Improvement	\$	27,687	\$	27,687
Prof/Tech Svc - Pupil Svc	\$	35,075	\$	31,568
Prof/Tech Svc - Staff Svc	\$	-	\$	-
Prof/Tech Svc - Audit Svc	\$	30,000	\$	31,200
Prof/Tech Svc - Data Processing Svc	\$	1,950	\$	2,000
Prof/Tech Svc - Legal Svc	\$	3,570	\$	3,570
Prof/Tech Svc - Other Prof/Tech Svc	\$	108,612	\$	109,698
Prop Svc - Cleaning Svc	\$	14,400	\$	24,000
Prop Svc - Repairs/Maintenance	\$	6,500	\$	6,565
Prop Svc - Rentals - Land/Buildings	\$	206,653	\$	102,000
Prop Svc - Rentals - Utilities			\$	30,000
Prop Svc - Rental Equipment	\$	22,665	\$	22,892
Prop Svc - Moving Costs			\$	10,000
Prop Svc - Othe Prop Svc	\$	639	\$	639
Trans - Pupil To/From School	\$	205,000	\$	207,050
Trans - Pupil Non Route	\$	1,725	\$	1,725
Trans - Travel	\$	-	\$	-
Trans - Other Trans Svc	\$	-	\$	-
Ins - Property Ins	\$	-	\$	-
Ins - Liability Ins	\$	25,000	\$	25,000
Comm - Communications	\$	2,757	\$	4,340
Comm - Advertising	\$	7,500	\$	7,500
Comm - Printing/Binding	\$	825	\$	825
Dues/Memberships	\$	900	\$	900
Other Purchased Services	\$	118,672	\$	119,859
Other Expenses	\$	1,200	\$	1,200
Total Purchased Services	\$	822,830	\$	771,717

Supplies and Materials

General Supplies	\$	37,944	\$	38,323
Textbooks	\$	13,000	\$	13,000
Library Books	\$	-	\$	-
Resource Materials	\$	-	\$	6,000
Technology Upgrades Student Devices	\$	-	\$	-
Food - Food Supplies	\$	-	\$	2,500
Other - Other Supplies/Materials	\$	10,425	\$	10,529
Total Supplies and Materials	\$	61,369	\$	70,353
Capital Outlay				
Regular Equipment	\$	-		
ST/LT Debt - Interest on build out principal \$100k			\$	4,235
Depr - Equipment	\$	13,500	\$	13,500
Total Capital Outlay	\$	13,500	\$	17,735
Total Expenses	\$	2,114,918	\$	2,082,978
	\$	-		
Operating Income	\$	(143,108)	\$	(101,698)

projected

projected

07/01/17 -
06/30/18

07/01/18 -
06/30/19

158

164

\$	165,164	\$	169,930
\$	-	\$	-
\$	270	\$	281
\$	-	\$	-
\$	508	\$	528
\$	-	\$	-
\$	2,033	\$	2,110
\$	7,928	\$	8,229
\$	175,904	\$	181,077
\$	-	\$	-
\$	-	\$	-
\$	1,459,556	\$	1,525,638
\$	36,138	\$	37,511
\$	-	\$	-
\$	-	\$	-
\$	56,619	\$	58,494
\$	-	\$	-
\$	-	\$	-
\$	1,552,313	\$	1,621,643
\$	26,432	\$	27,436
\$	87,704	\$	91,034
\$	42,301	\$	43,907
\$	-	\$	-
\$	172,940	\$	179,507
\$	-	\$	-
\$	22,311	\$	23,158
\$	-	\$	-
\$	351,688	\$	365,043
\$	-	\$	-
\$	-	\$	-
\$	2,079,904	\$	2,167,764

\$	622,683	\$	628,910
\$	14,248	\$	14,248
\$	-	\$	-
\$	258,348	\$	260,931
\$	46,026	\$	46,486
\$	941,304	\$	950,575
\$	132,155	\$	133,476
\$	60,681	\$	63,715
\$	14,192	\$	14,901
\$	75,919	\$	78,196
\$	-	\$	-
\$	15,187	\$	15,187
\$	-	\$	-
\$	298,133	\$	305,476
\$	1,500	\$	1,500
\$	27,964	\$	28,244
\$	31,883	\$	32,202
\$	-	\$	-
\$	32,400	\$	33,600
\$	2,050	\$	2,100
\$	3,570	\$	3,570
\$	110,795	\$	111,903
\$	24,000	\$	24,000
\$	6,631	\$	6,697
\$	103,020	\$	104,050
\$	30,300	\$	30,603
\$	23,121	\$	23,352
\$	639	\$	639
\$	209,121	\$	211,212
\$	1,725	\$	1,725
\$	-	\$	-
\$	-	\$	-
\$	-	\$	-
\$	25,000	\$	25,000
\$	4,470	\$	4,604
\$	7,500	\$	7,500
\$	825	\$	825
\$	900	\$	900
\$	121,058	\$	122,268
\$	1,200	\$	1,200
\$	769,671	\$	777,694

\$	38,707	\$	39,094
\$	13,000	\$	13,000
\$	-	\$	-
\$	6,060	\$	6,121
\$	10,000	\$	10,000
\$	2,525	\$	2,550
\$	10,635	\$	10,741
\$	80,926	\$	81,505

\$	4,235	\$	4,235
\$	4,000	\$	-
\$	8,235	\$	4,235
\$	2,098,269	\$	2,119,485

\$	(18,365)	\$	48,279
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		projected	projected	projected
	projected budget 2015-2016	07/01/16 - 06/30/17	07/01/17 - 06/30/18	07/01/18 - 06/30/19
remain at current building negotiate new lease average daily attendance (ADA)	142	152	158	164
Revenue				
Revenues From Local Sources				
School District Trust Fund (Prop C)	\$ 194,678	\$ 148,410	\$ 165,164	\$ 169,930
Food Service - Pupils	\$ -	\$ -	\$ -	\$ -
Food Service - Adults	\$ 241	\$ 260	\$ 270	\$ 281
Enterprise Source - Student Organizations	\$ -	\$ -	\$ -	\$ -
Enterprise Source - Other Pupil Activities	\$ 452	\$ 489	\$ 508	\$ 528
Other - Rentals	\$ -	\$ -	\$ -	\$ -
Other - Gifts	\$ 1,809	\$ 1,956	\$ 2,033	\$ 2,110
Other - Miscellaneous	\$ 7,055	\$ 7,627	\$ 7,928	\$ 8,229
Total Revenues From Local Sources	\$ 141,555	\$ 158,742	\$ 175,904	\$ 181,077
Revenue From County Sources				
Other - Miscellaneous	\$ -	\$ -	\$ -	\$ -
Total Revenue From County Sources	\$ -	\$ -	\$ -	\$ -
Revenue From State Sources				
Basic Formula	\$ 1,207,002	\$ 1,396,196	\$ 1,459,556	\$ 1,525,638
Transportation	\$ 32,157	\$ 34,766	\$ 36,138	\$ 37,511
Remedial Reading	\$ -	\$ -	\$ -	\$ -
Free/Reduced Lunch/At Risk	\$ -	\$ -	\$ -	\$ -
Basic Formula - Classroom Trust Fund	\$ 73,147	\$ 53,244	\$ 56,619	\$ 58,494
Food Service	\$ -	\$ -	\$ -	\$ -
High Need Fund - Special Ed	\$ -	\$ -	\$ -	\$ -
Total Revenue From State Sources	\$ 1,517,311	\$ 1,484,206	\$ 1,552,313	\$ 1,621,643
Revenue From Federal Sources				
Individuals with Disabilities (IDEA)	\$ 23,520	\$ 25,429	\$ 26,432	\$ 27,436
School Lunch Program	\$ 78,042	\$ 84,373	\$ 87,704	\$ 91,034
School Breakfast Program	\$ 37,641	\$ 40,695	\$ 42,301	\$ 43,907
After School Snack Program	\$ -	\$ -	\$ -	\$ -
Title I, ESEA - Improving Academic Achievement Dis	\$ 153,888	\$ 166,373	\$ 172,940	\$ 179,507
Title I-A, Ed for Disadvantaged - ARRA	\$ -	\$ -	\$ -	\$ -
Title II Part A&B, ESEA - Teacher/Principal Traini	\$ 19,853	\$ 21,463	\$ 22,311	\$ 23,158
Other - CSP	\$ -	\$ -	\$ -	\$ -
Total Revenue From Federal Sources	\$ 312,944	\$ 338,333	\$ 351,688	\$ 365,043
Non Current Revenue				
Miscellaneous Income	\$ -	\$ -	\$ -	\$ -
Total Non Current Revenue	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 1,971,810	\$ 1,981,281	\$ 2,079,904	\$ 2,167,764
Expenses				
Salaries				
Certificated Regular	\$ 610,414	\$ 616,518	\$ 622,683	\$ 628,910
Certificated Substitute / Part Time	\$ 14,248	\$ 14,248	\$ 14,248	\$ 14,248
Certificated Supplemental	\$ -	\$ -	\$ -	\$ -
Classified Regular	\$ 253,257	\$ 255,790	\$ 258,348	\$ 260,931
Classified Part Time	\$ 45,119	\$ 45,570	\$ 46,026	\$ 46,486
Total Salaries	\$ 923,038	\$ 932,125	\$ 941,304	\$ 950,575
Benefits				

Teacher Retirement (PSRS)	\$	139,152	\$	130,846	\$	132,155	\$	133,476
Social Security	\$	55,340	\$	57,792	\$	60,681	\$	63,715
Medicare	\$	12,942	\$	13,516	\$	14,192	\$	14,901
Employee Insurance	\$	71,561	\$	73,707	\$	75,919	\$	78,196
Workers Compensation	\$	-	\$	-	\$	-	\$	-
Unemployment Compensation	\$	15,187	\$	15,187	\$	15,187	\$	15,187
Other Employee Benefits	\$	-	\$	-	\$	-	\$	-
Total Benefits	\$	294,181	\$	291,048	\$	298,133	\$	305,476
Purchased Services								
Prof/Tech Svc - Instructional Svc	\$	1,500	\$	1,500	\$	1,500	\$	1,500
Prof/Tech Svc - Instructional Prog Improvement	\$	27,687	\$	27,687	\$	27,964	\$	28,244
Prof/Tech Svc - Pupil Svc	\$	35,075	\$	31,568	\$	31,883	\$	32,202
Prof/Tech Svc - Staff Svc	\$	-	\$	-	\$	-	\$	-
Prof/Tech Svc - Audit Svc	\$	30,000	\$	31,200	\$	32,400	\$	33,600
Prof/Tech Svc - Data Processing Svc	\$	1,950	\$	2,000	\$	2,050	\$	2,100
Prof/Tech Svc - Legal Svc	\$	3,570	\$	3,570	\$	3,570	\$	3,570
Prof/Tech Svc - Other Prof/Tech Svc	\$	108,612	\$	109,698	\$	110,795	\$	111,903
Prop Svc - Cleaning Svc	\$	14,400	\$	14,544	\$	14,544	\$	14,544
Prop Svc - Repairs/Maintenance	\$	6,500	\$	6,565	\$	6,663	\$	6,763
Prop Svc - Rentals - Land/Buildings	\$	206,653	\$	185,988	\$	187,848	\$	189,726
Prop Svc - Rental Equipment	\$	22,665	\$	22,665	\$	22,665	\$	22,665
Prop Svc - Othe Prop Svc	\$	639	\$	639	\$	639	\$	639
Trans - Pupil To/From School	\$	205,000	\$	207,050	\$	209,121	\$	211,212
Trans - Pupil Non Route	\$	1,725	\$	1,725	\$	1,725	\$	1,725
Trans - Travel	\$	-	\$	-	\$	-	\$	-
Trans - Other Trans Svc	\$	-	\$	-	\$	-	\$	-
Ins - Property Ins	\$	-	\$	-	\$	-	\$	-
Ins - Liability Ins	\$	25,000	\$	25,000	\$	25,000	\$	25,000
Comm - Communications	\$	2,757	\$	2,785	\$	2,812	\$	2,841
Comm - Advertising	\$	7,500	\$	7,500	\$	7,500	\$	7,500
Comm - Printing/Binding	\$	825	\$	825	\$	825	\$	825
Dues/Memberships	\$	900	\$	900	\$	900	\$	900
Other Purchased Services	\$	118,672	\$	119,859	\$	121,058	\$	122,268
Other Expenses	\$	1,200	\$	1,200	\$	1,200	\$	1,200
Total Purchased Services	\$	822,830	\$	804,467	\$	812,662	\$	820,927
Supplies and Materials								
General Supplies	\$	37,944	\$	38,323	\$	38,707	\$	39,094
Textbooks	\$	13,000	\$	13,000	\$	13,000	\$	13,000
Library Books	\$	-	\$	-	\$	-	\$	-
Resource Materials	\$	-	\$	6,000	\$	6,000	\$	6,000
Food - Food Supplies	\$	-	\$	-	\$	-	\$	-
Other - Other Supplies/Materials	\$	10,425	\$	10,529	\$	10,635	\$	10,741
Total Supplies and Materials	\$	61,369	\$	67,853	\$	68,341	\$	68,835
Capital Outlay								
Regular Equipment	\$	-	\$	-	\$	-	\$	-
ST/LT Debt - Interest on build out of new building	\$	-	\$	-	\$	-	\$	-
Depr - Equipment	\$	13,500	\$	13,500	\$	4,000	\$	-
Total Capital Outlay	\$	13,500	\$	13,500	\$	4,000	\$	-
Total Expenses	\$	2,114,918	\$	2,108,993	\$	2,124,441	\$	2,145,812
Operating Income	\$	(143,108)	\$	(127,713)	\$	(44,536)	\$	21,952

Appendix

E

Artifact

1

PRECLARUS MASTERY ACADEMY DATA DASHBOARD										
Indicators	Baseline*	Goal	September		October		November		December	
*School-wide 90/90)	90%	93.50%	93.30%		93.50%		89.70%			
	14-'15		15-'16		15-'16		15-'16			
Student Discipline										
Referrals	1087	850	59		86		92			
In-School Suspensions	613/773.52		0		0		13/20			
Out-of-School Suspensions	136/485.5		15/23		10/12.5		11/32			
Rating	Incidents/days									
Number of principal observations with feedback to teachers - (wkly.)										
	N/A	20	Observed 25	Effective 5	Observed 15	Effective 7	Observed 14	Effective 13	Observed	Effective
Number of principal with follow-up coaching - (wkly.)										
	N/A	20	Feedback 8		Feedback 15		Feedback 14		Feedback	
Number of Director of C&I observations with feedback to teachers - (wkly.)										
	N/A	20	Observed 11	Effective 6	Observed 23	Effective 16	Observed 20	Effective 14	Observed	Effective
Number of Director of C&I with follow-up coaching - (wkly.)										
	N/A	20	Feedback 7		Feedback 23		Feedback 20		Feedback	
Number of Dean of Students observations with feedback to teachers - (wkly.)										
	N/A	20	Observed 12	Effective 4	Observed 14	Effective 11	Observed 23	Effective 14	Observed	Effective
Number of Dean of Students with follow-up coaching - (wkly.)										
	N/A	20	Feedback 7		Feedback 14		Feedback 23		Feedback	
Achievement (Gr. 5-8)										
% reading above grade level	N/A	16%	6.45%		8.44%		11.11%			
% reading on grade	N/A	16%	8.39%		8.44%		11.11%			
% reading below grade level (1 year)	N/A	42%	14.19%		18.18%		17.65%			
% reading below grade level (≥ 2 years)	N/A	26%	70.32%		64.29%		60.13%			
% performing math above grade level	N/A	40%	9.74%		18.00%		17.65%			
% performing math on grade	N/A	24%	10.39%		12.67%		16.24%			
% performing math below grade level (1 year)	N/A	26%	24.68%		18.67%		16.99%			
% performing math below grade level (≥ 2 years)	N/A	10%	61.69%		50.67%		49.02%			
Achievement Growth (Reading)										
5th	N/A	70%	N/A		42.31%		57.69%			
6th	N/A	80%	N/A		57.58%		69.70%			
7th	N/A	90%	N/A		65.31%		65.96%			
8th	N/A	80%	N/A		57.14%		68.09%			
Total	N/A	80%	N/A		55.59%		65.36%			
First in Math	N/A	60% @ Mathematician 3000-3999 stickers (1.5 years of mathematical growth)	1%		3%		13.50%			
Achievement Growth (Math)										
5th	N/A	80%	N/A		57.69%		57.69%			
6th	N/A	90%	N/A		69.70%		63.64%			
7th	N/A	80%	N/A		58.33%		51.06%			
8th	N/A	70%	N/A		41.67%		40.43%			
Total	N/A	80%	N/A		56.85%		53.20%			

*Baseline data from the 2014-2015 is not available in all data indicators.

2015 Annual Review Report <Name of School>

Contents:

Summary Page (page 2)

Evaluation Standards

Ten elements of school evaluation:

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

NOTE:

In the Evidence columns, under Required Documents:

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

Summary Page

Please note that the comments in this report reflect our analysis as of the end of the 20<XX-XX> school year.

1. Areas of Strength

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

2. Areas for Improvement

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

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

Areas of strength	Areas for improvement

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

Note: 1) Due to DESE's implementation of a new MAP test, it has been challenging to accurately assess our school's performance in the area of academic achievement. We are reluctant to compare this year's outcomes with last year's. Where possible we have compared our school's performance with schools in the region with similar demographics. 2) DESE does not plan to release APRs until late September or early October. Our office has decided not to wait for that data.	
Areas of strength	Areas for improvement

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

Areas of strength	Areas for improvement

IV. Empowering Culture of Achievement
 A transformational school:

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

Areas of strength	Areas for improvement

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

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

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

Areas of strength	Areas for improvement

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

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

Areas of strength	Areas for improvement

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

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

Areas of strength	Areas for improvement

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

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

Recommendation: Board Policy Review

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

Areas of strength	Areas for improvement

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

Areas of strength	Areas for improvement

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

Areas of strength	Areas for improvement