

# Board Meeting

August 8, 2023  
4:00pm

North Side Community School  
Building 4  
3033 N. Euclid  
St. Louis, MO 63115



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**Elementary Campus**  
3033 N. Euclid Ave.  
St. Louis, MO 63115  
(314) 385-9502

**Middle School Campus**  
620 N. Grand Blvd.  
St. Louis, MO 63103  
(314) 499-2009 x3100

**Early Childhood Center**  
1916 N. Euclid Ave.  
St. Louis, MO 63113  
(314) 385-9502 x2100



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**Board of Directors Meeting**  
**August 8, 2023**  
**4:00 pm [Note Earlier Start Time]**

**Location:**

**North Side Community School**  
**The Grote Campus (Elementary)**  
**3033 N. Euclid Avenue, 63115**  
**Building 4**

**4:00 PM**

**New Faculty and Board Reception**

**4:45 PM**

**Call to Order**

Kathy Anderson

**Approval of June 13, 2023 Minutes**

Kathy Anderson

**Period for Public Comment\***

Kathy Anderson

**Executive Director's Report**

Doug Thaman

NorthSide Items of Significance

Matters Requiring Board Approval:

- a. Missouri Department of Elementary and Secondary Education Special Education Local Compliance Plan

Strategic Plan Progress Update

Compliance Update

Organizational Metrics

Board Information

**Finance Report**

Carlton Brooks/Will Randall

- Financials:
  - June 2023
  - July 2023



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### **Committee Reports**

- |                         |               |
|-------------------------|---------------|
| ● Development Committee | Tracee Holmes |
| ● Young Friends         | Hiral Patel   |
| ● Governance Committee  | Byron Francis |
| ● Facilities Committee  | Ross Woolsey  |
| ● Strategic Planning    | Mike Quinlan  |

### **Old Business**

- Strategic Planning Process

### **New Business**

- 2023-24 Meeting Calendar

### **Attachments:**

May Board Minutes  
Executive Directors Report  
NSCS 23-23 Curricular Resources Overview  
Strategic Plan Progress Report  
NSCS CSIP Pre-Planning Guide  
NSCS Strategic Plan Progress Report  
Board Financials August Meeting  
August Development Packet

\*Those who wish to provide public comment to the Board must sign up in advance and are limited to 3 minutes.



Board Meeting Minutes  
June 13, 2023

Present: Board Members: Kathy Anderson, Carlton Brooks, Mike Carpenter, Lindsay Combs, Fred Falker, Crystal Fowler, Byron Francis, Tracee Holmes, Candace Johnson, Mike Quinlan, Ross Woolsey, Ken Rinderknecht. School Staff: Doug Thaman, James Beverly, William Randall, Ginger Lockett, Darla Krause. Others: Josiah Longenecker, Young Friends Board.

4:36 PM - Board Meeting was officially called to order by Kathy Anderson at the Middle School.

Approval of Minutes: The minutes of the May 9, 2023 Board Meeting were reviewed and approved by unanimous vote of the Board, with no corrections.

Public Comment Period: No one was present to offer public comment.

Executive Director/Administration Report: Doug Thaman reported on items of significance and accomplishment for the conclusion of the 2022-23 school year, including 8th grade and Kindergarten graduations, as well as the successful Field Day held on May 24. Doug reported having filled 18 positions for the upcoming school year (mostly teachers) - with 5 teaching positions left to fill. Various activities and approaches are being utilized to help ensure quality hires, including recruitment fairs and the current employee referral program.

A comprehensive curriculum audit/review has been conducted this year to ensure North Side's alignment with Missouri Learning Standards. A need to upgrade or change in some areas was seen, and new curriculum resources have been identified. \*The purchase of new curriculum resources was approved by unanimous vote of the Board.

The Summer School Program began on June 5 on the main/Grote campus, with 210 Kindergarten through 7th graders attending. To be held through June 30, summer school is a valuable but not mandatory program. While the number of summer students seems encouraging, some discussion was held regarding how to encourage even greater participation in the future.

The Culture and Climate Survey, required by the State to be done annually, was implemented in the Spring for North Side students, parents and faculty. The survey was designed by and scored by the University of Missouri Institute of Public Policy. Survey results will aid in strategic planning and also for the Continuous School Improvement Plan that North Side is required to develop and submit to Missouri DESE in 2023.

Doug reviewed some elements of UMSL's annual site visit of April 25. The interactions and information collected will inform UMSL's annual review of North Side. Doug also discussed developing a 5-year facilities maintenance plan, planning for replacing outdoor equipment at ECC, as well as plans for onboarding new faculty. It is scheduled for Board members to be able to meet new faculty members on August 8 at the Grote campus prior to the regular Board meeting that day.

Doug discussed the new school bus lease agreement and a seventh bus having been added.

\*The Bus Lease Agreement was approved by unanimous vote of the Board.

5 new Board policies were also presented. They were:

- Background Checks Policy
- Digitization of Board Records Policy
- Digitization of Personnel Records Policy
- Digitization of Student Records Policy
- Suicide Prevention and Awareness Policy

\*All 5 above Policies were approved by unanimous vote of the Board.

Doug provided up-to-date attendance information for 2022-23 (about 91% for the year), as well as current student enrollment figures to date for the upcoming 2023-24 school year. Information was also shared regarding professional development for teachers and other training matters, including Master Classes training for 8 team members in Florida in July and Leadership Team Training in early August.

Doug introduced Darla Krause, now Director of Student Support Services at North Side.

Finance Committee Report: Carlton Brooks and Will Randall reviewed elements of the May 2023 Financials, noting a solid reserve ratio of 27%, a cash balance of \$2,563,648, and a loan balance of \$817,869. North Side is currently \$379,598 in the black for the year to date. On the expense side, North Side is about even with what was expected to be spent at this point in the year.

The check register for May, 2023 and checks written for over \$10,000 were reviewed. It was noted an increase in Public School Retirement System contributions is attributable to teacher salary increases. \*The May check register was approved by unanimous Board vote.

Development Committee Report: James Beverly reviewed elements of the June 2023 Development Report. A 2023 funding summary was provided, broken down by the various sources of funding. Funding goals for 2023-24 were shared, which are felt to be ambitious but achievable. Plans are to increase foundations solicitations and event sponsorships, broaden the donor database and donor relationships, and apply for more government grants.



North Side's new website features design changes and new logos and graphics, emphasizing North Side programs, goals and culture. Social media postings will be made daily. James reviewed marketing and development planning, discussed some new initiatives and plans for Spirit Weeks, Literacy and STEM nights.

Young Friends Report: Josiah Longenecker reported that Tucker Grote has stepped down as Young Friends Board Chair. Josiah is the new Chair. They are striving to welcome new members and developing plans and events for the year, including reaching out to local businesses for fundraising.

Governance Committee Report: Byron Francis advised that the Governance committee is recommending the following as Board Officers for the 2023-24 fiscal year: Kathy Anderson, President; Fred Falker, Vice President; Carlton Brooks, Treasurer; Ken Rinderknecht, Secretary. \*The Board Officers were approved by unanimous Board vote.

Byron requested that each Board Committee Chair provide him with a list of their committee's members.

Facilities: Ross Woolsey reported there are still issues regarding upgrading the ECC restrooms. Day-to-day operations are being handled by Mike McClelland and Doug Thaman. There is an AC issue on the main campus - the teacher's lounge is getting no AC now. There may have been an initial design problem from when the cafeteria was redone. A window unit may be a temporary measure.

New Business: Michael Hubach, new Development Assistant, has completed a census/demographic study of North Side's area, concluding there are still plenty of families/kids to recruit for North Side enrollment.

Brian Feld of HKW Architects has completed drawings and an assessment of potential new construction it would take to allow the Middle School to become part of the Grote campus. The costs involved would seem to be prohibitive at this point.

Old Business: Kathy Anderson reported that Mike Quinlan has agreed to Chair the Strategic Planning Committee.

The Board Meeting was adjourned at 5:45 PM.

Respectfully submitted,

Ken Rinderknecht, Secretary



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## Executive Director's Report August 2023

### Items of Significance

#### 1. 2023-23 Faculty/Staff Hiring

We have made significant progress in employee recruitment and hiring. Out of the total 37 openings, 29 positions have been successfully filled, with a primary focus on classroom teachers. Among the remaining 9 openings, there is currently 1 classroom teacher position and 1 secretarial position available, along with 6 teacher assistant positions and 1 ancillary staff position.

To attract top talent, the school established a tuition reimbursement program, allowing all employees to pursue further education and professional development. This program demonstrates a commitment to supporting the growth and advancement of staff members.

In addition, we created compelling marketing materials that effectively showcase the benefits of working at the school. These materials highlight the positive aspects of the school culture, professional development opportunities, and the supportive community.

The school actively participated in multiple university recruitment fairs and organized informational welcome events in Columbia and Ferguson. These initiatives provided valuable networking opportunities and allowed potential candidates to learn more about the school's mission and values.

To broaden the reach of recruitment efforts, recruitment fliers were strategically placed in local university career offices and student unions. Furthermore, positions were advertised on various web application services, including MoREAP, AppliTrak, and Handshake, which effectively target a diverse pool of potential candidates.

To encourage employee referrals, we implemented an attractive stipend for individuals who refer qualified candidates. This referral program harnesses the power of existing staff members' networks and encourages them to recommend



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exceptional candidates who align with the school's values and vision.

Throughout the recruitment and hiring process, a multi-step interview process is being employed. This includes screening, initial interviews, team interviews, model lessons, reference checking, and final discussions of employment. This thorough process ensures that the school selects the most qualified and suitable candidates for each position.

By implementing these strategies, we have been successful in attracting and hiring talented individuals to join its dedicated team. The continued efforts to create a supportive and growth-oriented environment, combined with targeted recruitment approaches, have yielded positive outcomes in filling positions and securing top-notch professionals who will contribute to the school's success.

## **2. Curriculum**

As previously noted, over the winter and spring months a comprehensive review of all curricular resources was conducted at North Side Community School. The purpose was to ensure alignment from Kindergarten through Eighth Grade with the Missouri Learning Standards and to identify any gaps or areas of improvement. As a result of the review, it was determined that new English Language Arts, Mathematics, and Science programs were needed.

The school took proactive steps to address this issue by identifying and piloting new curricular resources in both elementary and middle school grades. Additionally, the instructional coaches at North Side Community School recognized the importance of lesson plan internalization and developed Curriculum Pacing Roadmaps. These Roadmaps provide teachers with a clear calendar overview of what should be taught and when, along with an alignment of standards and grade-level expectations for each lesson.

To support teachers in their curricular planning, an option was given to receive a summer stipend specifically for this purpose. This ensured that teachers had dedicated time and resources to develop effective lesson plans and instructional strategies. Most classroom teachers took advantage of the stipend and worked through the internalization of new curricular resources, development of lesson plans for the first 4 to 6 weeks of school, and creation of their classroom syllabus detailing systems and procedures.





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A copy of the Curricular Resources Overview is included for your review.

### **3. Professional Development**

At North Side Community School, the beginning of the 2023-24 school year is marked by a comprehensive and diverse professional development program for its educators and staff. Prior to the start of the school year, the school has organized a series of workshops and sessions covering a wide range of topics. On August 2nd and 3rd, school leaders participate in "Discipline and the Missouri Safe Schools Act Training" and "Special Education Students and Discipline Training." Additionally, there is a "CPI Nonviolent Crisis Intervention Refresher Training" on August 3rd. The following week, on August 9th, new team members are warmly welcomed with a breakfast and orientation, followed by valuable time spent with school leadership. Another "CPI Nonviolent Crisis Intervention Training" is scheduled for the same day. On August 10th, the day is dedicated to introductory sessions, including a comprehensive review of various handbooks related to school policies, nurse training for basic student aid, and home visits. The day culminates in a fun-filled team-building event at Puttshack, with breakfast and lunch provided. The professional development continues August 11th with sessions on "Preventative Strategies for Professional Educators," "Student Support Services," "Youth Suicide Prevention," "Mandated Reporting," and "Bullying Recognition," among others. Amplify Training is conducted on August 14th, and Instructional Programs are covered on August 15th. PowerSchool training and Building Faculty PD take place on August 16th, while Amplify Science sessions occupy the morning on August 17th. The day is followed by classroom preparation activities. Finally, on August 18th, teachers have a full-day workday, including independent virtual training modules on "Dyslexia" and "ALICE Intruder Training - New or Refresher" sessions. The school's dedication to comprehensive professional development ensures that educators are well-prepared to provide the best educational experience to their students throughout the upcoming school year.

### **4. 2023 Back to School Bash**

Mark your calendars for a spectacular event at North Side Community School! The Back to School Bash is set to take place on **August 19, 2023, from 11:00 AM to 2:00 PM**, bringing together students, families, and the community for an unforgettable experience. The festivities kick off with a lively DJ Booth on the side of Building 1, where attendees will be welcomed with an overview of the event's purpose and the significance of community support. The excitement continues with a variety of



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Activity Stations from 11:15 AM to 1:45 PM. The Welcome Table offers raffle entries and NSCS swag giveaways, while the Student Application and Enrollment Table assists families with application processes and provides essential enrollment information. At the Family Resource Tables, local nonprofits, healthcare providers, and other community organizations offer valuable support to attendees. Kids can indulge in laughter and play at the Bounce House and Obstacle Course, supervised by dedicated volunteers. The event will also feature the talented Balloon Artist from Funtime Funktions and Caricature Artists from Bax Illustrations, guaranteeing smiles all around. And don't miss out on the delicious treats from the Ice Cream or Snow Cone Truck! For lasting memories, a Photo Booth with fun props and backdrops will be available, while children can enjoy free Face Painting with safe, non-toxic paints. To keep everyone energized, food stations will offer a variety of options, including hot dogs, hamburgers, vegetarian choices, and drinks. Additionally, there will be a School Supply Giveaway and Haircuts provided to ensure students are well-prepared for the upcoming school year. Finally, be sure to visit the Meet the Teachers Tables, where each grade level will have its own designated area with information and activities designed by their teachers. The Back to School Bash promises a day of fun, information, and community connection to kickstart the 2023-24 academic year with enthusiasm and support.

## **5. Caring Adults Alliance**

The North Side Community School Caring Adults Alliance is a newly formed parent and family organization dedicated to fostering a strong partnership between home and school, capturing parent involvement, and promoting effective engagement for the holistic development of students. Recognizing the crucial role parents, grandparents, and guardians play in a child's education, the Alliance aims to enhance parent involvement by encouraging active participation in school activities and events. By doing so, caring adults demonstrate their commitment to their child's education, which positively impacts academic achievement and fosters a positive attitude towards learning.

One of the primary objectives of the Alliance is to capture and document parent involvement systematically. By establishing a comprehensive system, the Alliance can track and record parent participation in various school initiatives and events. This data will be used to create a centralized database, providing valuable insights for analysis, recognition, and improvement of parent engagement strategies.

The Caring Adults Alliance also seeks to encourage effective engagement by



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providing resources, training, and support for parents, grandparents, and guardians. Workshops and information dissemination sessions will equip caring adults with the necessary skills to support their child's education actively. Additionally, fostering open communication channels between parents, teachers, and school administrators will facilitate collaborative decision-making and problem-solving.

Recognizing the significance of community support, the Alliance plans to collaborate with local organizations, businesses, and community leaders to secure resources, funding, and advocacy efforts that directly benefit the students and enhance the educational experience. Through collective action, the Alliance aims to create a network of support that extends beyond the school walls.

The vision of the Caring Adults Alliance is to empower parents, grandparents, and guardians to shape a brighter future for their children, while its mission centers on fostering a strong partnership between home and school, capturing parent involvement, and promoting effective engagement for the holistic development of students.

To achieve its goals and objectives, the Alliance will have an organized structure, including an Executive Committee comprising President, Vice President, and Secretary. The committee members will have designated roles and responsibilities, and there will be a defined process for their election or selection. Subcommittees such as Events and Activities, Communication and Outreach, and Parent Education and Training will work towards specific areas of focus.

Monthly meetings will be held to discuss progress, plan upcoming initiatives, and provide opportunities for parents to participate virtually or remotely to accommodate diverse schedules.

The Alliance has an array of activities and initiatives planned to create a vibrant and engaged school community. These include organizing family-friendly events, offering parent education workshops, establishing effective communication platforms, developing volunteer programs, and recognizing the contributions of caring adults through a volunteer appreciation program.

Through the efforts of the Caring Adults Alliance, North Side Community School aims to create an inclusive and supportive educational environment where students can thrive academically, socially, and emotionally, with caring adults playing a vital



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role in their success.

## **6. Student Attendance**

An important objective for the 2023-24 school year is improving student attendance. While both the elementary and middle schools maintained a 90% attendance rate last year, there are far too many students missing too many days of school which negatively impacts their educational development.

We will implement the "Knightly Commitment: Inspiring Excellent Attendance" campaign at North Side Community School to promote and recognize outstanding attendance among our students. With a Knightly theme, our goal is to foster a strong sense of commitment, pride, and dedication to attendance, creating a positive and engaging learning environment. We plan to utilize various elements in the campaign to encourage and celebrate attendance achievements.

Firstly, we will design captivating Knightly Attendance Banners featuring motivational messages and imagery, strategically placing them around the campus as constant reminders of the importance of punctuality and regular attendance. We will also introduce Attendance Charting outside classrooms or in central areas, encouraging students to track their attendance and visually represent their commitment.

To motivate our students, we will offer exciting incentives, including special Knight-themed medals for exceptional attendance records and custom wristbands symbolizing their dedication to attendance excellence. Additionally, students will have the opportunity to redeem attendance points for items from our school store, reinforcing the value of regular attendance.

We will implement a Thumbs-Up Slip system, where students will receive recognition for achieving perfect attendance on specific days, giving them chances to win prizes or earn additional incentives. Our communication channels will incorporate Knightly-themed language and imagery to remind students and parents about attendance policies and emphasize the significance of regular attendance.

Tardiness awareness workshops and presentations will be conducted to raise



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awareness about the impact of tardiness on students and classrooms. Peer recognition will play a significant role in our campaign, as students will have the opportunity to nominate their peers who consistently demonstrate excellent attendance, leading to public recognition and celebration.

Through continuous evaluation of attendance data, we will identify areas for improvement and collaborate with teachers, counselors, and parents to develop personalized plans for students facing attendance challenges. To conclude the campaign, we will organize celebratory events, such as Attendance Appreciation Day and the Knightly Awards Ceremony, where we will honor and celebrate our students' attendance achievements. With these efforts, our aim is to inspire excellent attendance and create a positive and successful learning experience for all students at North Side Community School.

### **Matters Requiring Board Approval**

There are several items requiring Board consideration for approval:

- Missouri Department of Elementary and Secondary Education Special Education Local Compliance Plan

### **Strategic Plan Progress Update**

We have requested and received proposals from four reputable firms: The Rome Group, Mission Matters, Triangle Associates, and Collaborative Strategies, Inc.

We have scheduled for the Board's Strategic Planning Committee a 30-minute time slot on September 7th for a proposal interview/discussion with each of these firms. During these interviews, we will seek further clarification on their proposals, inquire about their methodologies, and assess how well they can address our organization's unique needs and challenges.

The goal is to make an informed decision that will best serve the interests of our organization's future growth and success. Once the interviews are completed, the Committee will promptly begin the evaluation process to select the most suitable strategic planning partner.

### **Compliance Update**

#### **Continuous School Improvement Plan (CSIP)**



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2023 is our year for the development and submission of a Continuous School Improvement Plan (CSIP) to the Missouri Department of Elementary and Secondary Education.

The CSIP is each LEA's strategy, understanding of strengths and opportunities, and planning development relevant to the LEA and its students. DESE seeks to understand and evaluate these plans and this work toward student improvement, recognizing the importance of local context. This is a requirement of the State as part of the Annual Performance Report. The CSIP consists of three parts, the CSIP itself as well as:

1. The **Response to Standards** is the LEA's self-reflection on its own performance relative to MSIP 6 Standards and Indicators, which are LEA specific, to develop initiatives and goals to support student growth. The Response to Standards provides an opportunity for LEAs to "tell their story" and highlight the strengths of their school community.
2. The **Climate and Culture Survey** is a representation of each LEA's engagement with internal and external stakeholders to understand all perspectives and to use that information to support the LEA's continuous improvement.

Collectively, these three elements of the Improvement Planning process account for how the LEA works to create a school environment conducive to student learning and to improve practices to serve students. Improvement Planning metrics are LEA centered and focus on creating an educational environment that helps students succeed.

A copy of our CSIP submissions are provided for you review. We await feedback from the Department of Education.



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2023-2024 SCHOOL YEAR									
Grade	# of Classrooms	Last years ending enrollment	Full Enrollment to begin the year*	Full Enrollment after the 1st of the year	Intent to Return	Registered/New	Total Registered	Available Seats for 2023-24	Waitlisted
PreK	3	0	30	30	0	30	30	0	15
Ki	3	34	54	45	30	24	54	0	0
First Grade	3	48	54	45	52	2	54	0	5
Second Grade	4	59	72	60	57	8	65	7	0
Third Grade	3	50	54	45	47	6	53	1	0
Fourth Grade	3	57	54	45	57	0	54	0	10
Fifth Grade	3	47	54	45	45	8	43	1	0
Sixth Grade	3	51	54	45	47		47	7	
Seventh Grade	3	42	54	45	41		41	13	
Eighth Grade	3	37	54	45	38		38	16	
<b>TOTAL</b>	<b>31</b>	<b>425</b>	<b>534</b>	<b>450</b>	<b>414</b>		<b>479</b>	<b>45</b>	



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\*North Side Community School enrolls up to 18 per class at the beginning of the year. Once the year has begun, new students are only added to a classroom if their enrollment is below 15 students.

### Student Attendance for 2022-2023 School Year

SCHOOL	ATTENDANCE % WEEK 1 8/17-8/19	ATTENDANCE % WEEK 2 8/22-8/26	ATTENDANCE % WEEK 3 8/29-9/2	ATTENDANCE % WEEK 4 9/6-9/9
NSCS	92%	93%	92%	91%
NSGC	85%	91%	90%	94%

SCHOOL	ATTENDANCE % Week 5 9/12-9/16	ATTENDANCE % Week 6 9/19-9/23	ATTENDANCE % Week 7 9/26-9/30	ATTENDANCE % Week 8 10/3-10/7
NSCS	94%	93%	92%	92%
NSGC	94%	93%	94%	93%

SCHOOL	ATTENDANCE % Week 9 10/10-10/14	ATTENDANCE % Week 10 10/17-10/21	ATTENDANCE % Week 11 10/24-10/28	ATTENDANCE % Week 12 11/03-11/4
NSCS	90%	92%	82%	91%
NSGC	89%	90%	79%	91%

SCHOOL	ATTENDANCE % Week 13 11/8-11/11	ATTENDANCE % Week 14 11/14-11/18	ATTENDANCE % Week 15 11/21-11/23	ATTENDANCE % Week 16 11/28-12/02
NSCS	89%	90%	75%	85%
NSGC	86%	88%	73%	85%





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SCHOOL	ATTENDANCE % Week 17 12/6-12/9	ATTENDANCE % Week 18 12/12-12/16	ATTENDANCE % WEEK19 1/4-1/6	ATTENDANCE % Week 20 1/9-1/13
NSCS	87%	91%	92%	92%
NSGC	80%	86%	88%	90%

SCHOOL	ATTENDANCE % Week 21 1/16-1/20	ATTENDANCE % Week 22 1/23-1/27	ATTENDANCE % WEEK 23 1/30-2/3	ATTENDANCE % Week 24 2/6-2/10
NSCS	92%	90%	92%	92%
NSGC	89%	88%	87%	91%

SCHOOL	ATTENDANCE % Week 25 2/13-2/17	ATTENDANCE % Week 26 2/20-2/24	ATTENDANCE % WEEK 27 2/27-3/3	ATTENDANCE % Week 28 3/6-3/10
NSCS	90%	94%	94%	91%
NSGC	87%	90%	90%	88%

SCHOOL	ATTENDANCE % Week 29 3/13-3/17	ATTENDANCE % Week 30 3/20-3/24	ATTENDANCE % WEEK 31 3/27-3/31	ATTENDANCE % Week 32 4/3-4/7
NSCS	90%	Spring Break	90%	91%
NSGC	86%	Spring Break	86%	87%

SCHOOL	ATTENDANCE % Week 33 4/10-4/14	ATTENDANCE % Week 34 4/17-4/21	ATTENDANCE % WEEK 35 4/24-4/28	ATTENDANCE % Week 36 5/1-5/5
NSCS	88%	97%	97%	95%
NSGC	84%	87%	88%	90%




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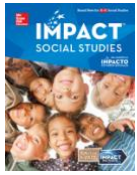
<b>SCHOOL</b>	<b>ATTENDANCE % Week 37 5/8-5/12</b>	<b>ATTENDANCE % Week 38 5/15-5/19</b>	<b>ATTENDANCE % WEEK 39 5/22-5/26</b>	
NSCS	96%	89 %	83 %	
NSGC	91%	91 %	74%	

## North Side Community School 2023-2024 Curricular Resource Overview

Curriculum Selection	About the Curriculum
<p><b><u>K- 5 ELA</u></b>  <b>Amplify CKLA</b></p> 	<p>North Side Community School will be transitioning from the Journeys elementary ELA curriculum to Amplify CKLA during the 2023 – 2024 school year. This shift will ensure that students are receiving instruction that is aligned to the State Standards and grade-level expectations in Missouri.</p> <p>CKLA is a comprehensive program (Preschool–Grade 5) for teaching reading, writing, listening, and speaking while also building students’ vocabulary and knowledge across essential domains in literature, world and American history, and the sciences. Built on the science of reading, Amplify Core Knowledge Language Arts (CKLA) sequences deep content knowledge with research-based foundational skills. Amplify CKLA inspires curiosity and drives results, empowering all students with rich background knowledge. The program provides engaging print and multimedia materials designed to provide a robust literacy-rich foundation in every North Side classroom. EdReports, an independent curriculum review nonprofit, rates ELA curriculum on three gateways: Text Quality, Building Knowledge, and Usability. Amplify CKLA earned a top rating in all three. CKLA is also vertically aligned to the Amplify ELA program that North Side students will use in 6<sup>th</sup> – 8<sup>th</sup> grade ELA courses.</p> <p>The instructional materials for Core Knowledge Language Arts K-5 meet expectations all criteria across Gateways 1, 2, and 3. The materials for K-5 include strong foundational skills to support young students' reading development as they move from learning how to read to comprehending complex texts. Support for teachers to attend to the critical need of foundational skills is explicit and comprehensive, providing guidance and targeted instruction. The texts included with the materials are rich and rigorous, offering students a balance of informational and literary reading over the course of the school year.</p> <p>The materials for K-2 meet the expectations of Gateway 2. Texts are organized to support students' building knowledge of different topics and sets of text-dependent questions and tasks provide opportunities for students to analyze ideas and grow their vocabulary. The materials include process writing instruction and a progression of writing skills, a progression of focused shared research and writing projects.</p> <p>The materials for K-5 meet the expectations of Gateway 3. Materials are well-designed and take into account effective lesson structure and pacing. Materials support teacher learning and understanding of the Standards. Materials offer teachers resources and tools to collect ongoing data about student progress on the Standards. Materials provide teachers with strategies for meeting the needs of a range of learners so that they demonstrate independent ability with grade-level standards. Materials support effective use of technology to enhance student learning. Digital materials are accessible and available in multiple platforms.</p>
<p><b><u>K- 5 Mathematics</u></b>  <b>Illustrative Mathematics</b>  <b>Open-Up Resources</b></p>  	<p>North Side Community School will be transitioning from the Math in Focus curriculum to the Illustrative Mathematics (IM) curriculum through Open-Up Resources. This shift was necessary to ensure the mathematics instruction students receive is aligned to the Missouri State Standards and the grade-level expectations. The Illustrative Mathematics curriculum aligns with the type of instruction students receive in their middle grade math courses as well.</p> <p>IM K–5 Math is a problem-based core curriculum rooted in content and practice standards to foster learning and achievement for all. Students learn by doing math through solving problems, developing conceptual understanding, and discussing and defending their reasoning. Teachers build confidence with lessons and curriculum guides that help them facilitate learning and help students make connections between concepts and procedures.</p> <p>Every activity and lesson in IM K–5 Math tell a coherent mathematical story across units and grade levels based on both the standards and research-based learning trajectories. This allows students the opportunity to view mathematics as a connected set of ideas and offers them access to mathematics when developed into the overarching design structure of the curriculum.</p>

	<p>The first unit in each grade level provides lesson structures which establish a mathematical community and invite students into the mathematics with accessible content. Each lesson offers opportunities for the teacher and students to learn more about one another, develop mathematical language, and become increasingly familiar with the curriculum routines. The use of authentic contexts and adaptations provides students opportunities to bring their own experiences to the lesson activities and see themselves in the materials and mathematics.</p> <p>The first unit in each grade level provides lesson structures which establish a mathematical community and invite students into the mathematics with accessible content. Each lesson offers opportunities for the teacher and students to learn more about one another, develop mathematical language, and become increasingly familiar with the curriculum routines. The use of authentic contexts and adaptations provides students opportunities to bring their own experiences to the lesson activities and see themselves in the materials and mathematics. The materials reviewed for Illustrative Mathematics Grades 3-5 meet expectations for Alignment to the CCSSM. In Gateway 1, the materials meet expectations for focus and coherence. In Gateway 2, the materials meet expectations for rigor and practice-content connections. In Gateway 3, the materials meet expectations for usability including Teacher Supports and Student Supports.</p>
<p><b>K-8 Science</b> Amplify</p> 	<p>North Side Community School will be shifting in the 2023-2024 school year from the MySci curriculum to Amplify Science for our K-8 science courses. North Side piloted one unit of Amplify Science in 6<sup>th</sup> and 8<sup>th</sup> grade during the 2022-2023 school year. Teachers and LEA leaders found that students were more engaged during this unit than they had been with the MySci curriculum. Teachers found that the robust package of resources helped them plan and execute more effective instruction as well.</p> <p>Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. In each Amplify Science unit, students inhabit the role of a scientist or engineer to investigate a real-world problem. Amplify Science is rooted in the Lawrence Hall of Science’s Do, Talk, Read, Write, Visualize model of learning. Gold standard research shows that this pedagogical approach works, and our early efficacy research about Amplify Science is promising, too. Amplify Science meets the criteria for Tier III-Promising Evidence as an education intervention under ESSA.</p> <p>The instructional materials reviewed for Amplify Science Grades 6-8 meet expectations for Alignment to NGSS, Gateways 1 and 2. In Gateway 1, the instructional materials incorporate and integrate the three dimensions and incorporate three-dimensional assessments for and of student learning. The materials also incorporate phenomena and problems that connect to grade-band appropriate DCIs, present phenomena, and problems as directly as possible, and consistently include phenomena and problems that drive student learning and use of the three dimensions within and across lessons. Further, the materials elicit, but do not leverage, student prior knowledge and expertise related to phenomena and problems.</p> <p>In Gateway 2, the instructional materials ensure students are aware of how the dimensions connect from unit to unit, incorporate a suggested sequence for the series, and incorporate student tasks related to understanding and explaining phenomena that increase in sophistication across the series. The materials incorporate scientifically accurate use of the three dimensions. Further, the materials include all components and related elements of the DCIs for physical science, life science, and engineering, technology, and applications of science; the earth and space science DCIs are mostly included, with one element missing. The materials include all SEPs and nearly all elements, except are missing four elements of Asking Questions and Defining problems and are missing one element from both Analyzing and Interpreting Data and Using Mathematics and Computational Thinking. The materials include all CCCs and nearly all elements, except are missing one element from Scale, Proportion, and Quantity. Additionally, the materials incorporate multiple instances of nature of science connections to SEPs and DCIs and engineering connections to CCCs.</p>

**K-5 Social Studies**  
**Impact: McGraw Hill**



North Side Community School will be continuing to use the McGraw Hill Impact Social Studies curriculum in our elementary social studies classes while increasing our resources and ensuring more intentional instruction with. The print curriculum was adopted during the 2022-2023 school year, and the digital component of the curriculum will be added for the 2023-2024 school year.

With *IMPACT Social Studies* for grades K–5, students will gain building blocks for critical thinking, develop a strong reading and writing foundation, and learn what it means to be responsible, active citizens. With engaging content, geared to today’s elementary school students, IMPACT takes a fresh approach to social studies curriculum in the elementary classroom. IMPACT Social Studies builds a solid foundation in the core subjects of social studies—history, geography, economics, and civics—with conceptually coherent units of study. Each unit provides active engagement with a rich variety of informational texts, primary sources, and media. In a developmental approach across grade levels, students use disciplinary tools and strategies to think like a historian, a geographer, an economist—and as an informed and engaged citizen.

The inquiry model engages learners through compelling questions that pose important issues. Students gather, analyze, and synthesize information to explore the issues and develop answers to the compelling questions, building relevance through their explorations. In addition, inquiry becomes a springboard to further research and action as students consider how the people and events of history impact their lives today.

A key component of the inquiry model of instruction is exploring a topic from multiple perspectives. IMPACT Social Studies provides students opportunities to explore the contributions, opinions, stories, and daily lives of people from diverse backgrounds throughout history. Through these explorations, students develop deeper understandings of individuals, groups, and events that have had an impact on our world. These multiple perspectives include views on issues and events at the local, national, and global level, and from individuals with diverse social, cultural, and racial experiences. Multiple perspectives make social studies learning more complex, more real, and more rigorous. Students apply literacy tools—strategies for close reading, writing, speaking, and listening—to learn social studies content. As students read, write, and investigate for specific purposes, they analyze primary and secondary sources, explore facts and figures, form connections to art and literature, and work with an array of texts written from different perspectives.

Through rich content, IMPACT Social Studies provides instruction and practice in essential ELA skills and strategies in all lessons. Students analyze information and arguments, think critically, support opinions with text-based evidence, and make connections through reading, writing, speaking, and listening in response to compelling questions.

**6-8 ELA**  
**Amplify**





**Amplify.**

North Side Community School will be transitioning to the Amplify ELA curriculum for 6<sup>th</sup> – 8<sup>th</sup> grade ELA courses. North Side piloted one unit of Amplify ELA in 6<sup>th</sup> and 8<sup>th</sup> grade during the 2022-2023 school year. Teachers and district leaders found that students were more engaged during this unit than they had been with their previous curriculum. Teachers found that the robust package of resources helped them plan and execute more effective instruction as well.

Amplify ELA is a blended English language arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. With text always at the center, students are encouraged to make meaning for themselves. Rather than focusing on right or wrong answers, they develop ideas and opinions on relevant, real-world, texts. Multiple entry points and differentiated supports allow every student, regardless of fluency or ability level, to engage deeply with the same complex texts and rigorous curriculum.

Amplify ELA Grades 6, 7, and 8 fully meet the expectations of alignment and usability. The materials include consistent, cohesive instruction that is not only grade level appropriate, but also provides connections across grade levels. Similarly, rich texts build knowledge of topic and theme and have connections across grades. The materials include comprehensive

	<p>implementation support for learners and provide teacher guidance to utilize assessment and technology information.</p>
<p><b>6-8 Mathematics</b></p> 	<p>North Side Community School will be continuing the use of the Achievement First mathematics curriculum for middle grade math courses during the 2023 – 2024 school year. However, the district will shift to a k-8<sup>th</sup> grade coherent and aligned mathematics curriculum for the next school year.</p> <p>The CCSSM require a balance of:</p> <ul style="list-style-type: none"> <li>• Solid conceptual understanding</li> <li>• Procedural skill and fluency</li> <li>• Application of skills in problem solving situations</li> </ul> <p><b><u>Tenets of Achievement First’s Mathematics Program:</u></b></p> <p><b>Conceptual Understanding:</b> comprehension of mathematical concepts, operations, and relations</p> <ul style="list-style-type: none"> <li>• While developing conceptual understanding, students make meaning of mathematics and make connections across mathematical ideas which allows for rapid acquisition of new knowledge, greater retention, and ability to apply in novel contexts.</li> <li>• Focus SMPs 1, 2, 3, 4, 5, 6, 7, 8 2.</li> </ul> <p><b>Procedural Fluency:</b> skill in carrying out procedures flexibly, accurately, efficiently, and appropriately</p> <ul style="list-style-type: none"> <li>• The development of procedural fluency allows students to focus mental energy on flexibly approaching and thinking through problems, rather than the steps to perform an accurate calculation.</li> <li>• Focus SMPs 5, 6, 7 3.</li> </ul> <p><b>Strategic Competence &amp; Adaptive Reasoning:</b> ability to formulate, represent, and solve mathematical problems; capacity for logical thought, reflection, explanation, and justification</p> <ul style="list-style-type: none"> <li>• The development of these habits of mind prepares students to solve mathematical problems that they may encounter throughout the rest of their academic and social lives.</li> <li>• Focus SMPs 1, 2, 3, 4, 5, 7, 8 4.</li> </ul> <p><b>Productive Disposition:</b> habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy.</p> <ul style="list-style-type: none"> <li>• Students approach challenging situations as opportunities to learn and mistakes made along the way as times for feedback and reflection, not representations of personal failure. This productive disposition is the hallmark of having a growth mindset as opposed to one that is fixed.</li> <li>• Focus SMPs: 1 5.</li> </ul> <p><b>Problem Solving:</b> the umbrella under which all the opportunities to increase proficiency and expertise with the mathematical practices fall</p> <ul style="list-style-type: none"> <li>• While students engage in problem solving, they are making sense of problems, thinking strategically about concept and skill applications, planning, and executing a viable approach, and reflecting on process and solutions.</li> <li>• Focus SMPs: 1, 2, 3, 4, 5, 6, 7, 8</li> </ul> <p><b><i>The tenets and practices are in service of the three shifts demanded by the Common Core:</i></b></p> <ol style="list-style-type: none"> <li>1. <b>FOCUS:</b> Focus strongly where the standards focus <ul style="list-style-type: none"> <li>• Significantly narrow the scope of content and deepen how time and energy is spent in the math classroom.</li> <li>• Focus deeply on what is emphasized in the standards, so that students gain strong foundations.</li> </ul> </li> <li>2. <b>COHERENCE:</b> Across grades and linked to major topics <ul style="list-style-type: none"> <li>• Carefully connect the learning within and across grades so that students can build new understanding on foundations built in previous years</li> <li>• Begin to count on solid conceptual understanding of core content and build on it. Each standard is not a new event, but an extension of previous learning.</li> </ul> </li> <li>3. <b>RIGOR:</b> In major topics, pursue conceptual understanding, procedural skill and fluency, and application</li> </ol>

	<p>The materials reviewed for Achievement First Mathematics Grades 6-8 meet expectations for Alignment to the CCSSM. In Gateway 1 the materials meet expectations for focus and coherence. In Gateway 2 , the materials meet expectations for rigor and practice-content connections. In Gateway 3, the materials meet expectations for Usability.</p>
<p><b>6-8 Social Studies</b>  <b>McGraw Hill</b>  <b>Voices &amp; Perspectives</b></p> 	<p>North Side Community School will be adopting the McGraw Hill Voices and Perspectives curriculum for 6-8<sup>th</sup> grade social studies courses. The school did not have an adopted social curriculum for the 2022-2023 school year. This curriculum is aligned with the social studies curriculum in k-5.</p> <p>The Voices and Perspectives curriculum empower students to make connections between the past and present as they experience history through multiple lenses and inquiry while practicing civil discourse to become future-ready citizens. It inspires students to critically analyze the past and discover how it relates to them today using primary and secondary sources that highlight deep, thought-provoking questions. These sources feature a diverse range of perspectives and experiences while empowering students to explore their own curiosities.</p> <p><b>The Student Experience</b></p> <ul style="list-style-type: none"> <li>• Compelling questions for each topic that encourage deep thought and reflection.</li> <li>• Inquiry-infused content that incorporates a variety of perspectives.</li> <li>• Activities that help students engage with present-day issues and affect change locally through informed action.</li> <li>• A living library of updated program content that makes history relevant, including biweekly current event articles that link what students are learning to today's events.</li> <li>• Engaging multimedia content, including brand new videos and interactive maps, audio files and more create authentic and engaging ways for students to experience the lesson</li> <li>• Targeted, personalized learning that adapts to the needs of each student using SmartBook®</li> </ul>

### CSIP Pre-Planning Guide

Please provide a brief response to the following questions. If this information is contained in the CSIP, please indicate the page number.

LEA Name: North Side Community School      DATE: May 31, 2023

#### STANDARD L3

**The local board adopts, monitors, and annually reviews the implementation and outcomes of the Continuous School Improvement Plan (CSIP) that focuses on district performance and improvement.**

**Descriptor A. The CSIP, developed in meaningful collaboration with internal and external stakeholders, is the product of and based upon, a data-based needs assessment.**

1. Does the LEA currently have a written and board approved Continuous School Improvement Plan?  
Currently the LEA has a strategic plan through 2024
2. Date of last board review: June 6, 2023
3. In developing the current CSIP, did the LEA seek input from internal and external stakeholders?  
Check all that apply.
  - \_\_\_\_\_ Board Members
  - \_\_\_\_\_ Teachers
  - \_\_\_\_\_ Support Staff
  - \_\_\_\_\_ Parents/Guardians
  - \_\_\_\_\_ Representatives of local business/industry
  - \_\_\_\_\_ Charitable, non-profit, or cultural organizations
  - \_\_\_\_\_ Other community membersPlease specify: Input was sought from community volunteers.
4. (L3-A) Describe how the CSIP utilizes input from key internal and external stakeholders and how the stakeholders are continually engaged (or expected to be) in ongoing CSIP progress monitoring and/or development.

The North Side Community School's Strategic Plan was designed to utilize input from key internal and external stakeholders and ensure their ongoing engagement in the progress monitoring and development process. Here is an overview of how the Strategic Plan involved stakeholders at North Side Community School:

1. Identification of key stakeholders: The school administration identified the key stakeholders who held a significant interest in the school's performance and improvement. This included



teachers, parents, students, support staff, administrators, school board members, and community members.

2. Input gathering: The process involved gathering input from stakeholders through various methods including surveys, focus groups, interviews, and meetings. These methods allowed stakeholders to share their perspectives, experiences, and ideas for improvement. Survey tools such as Panorama will ensure we maintain an effective growth trajectory

3. Collaborative goal setting: The Strategic Planning team, consisting of representatives from various stakeholder groups, collaboratively set goals based on the input gathered. This ensured that the goals aligned with the needs and aspirations of the entire school community.

4. Action planning: After the goals were established, the team, along with relevant stakeholders, developed action plans to achieve those goals. These plans outline specific strategies, timelines, and responsibilities for implementation.

5. Ongoing communication: North Side Community School maintained open lines of communication with stakeholders throughout the strategic planning process. Regular updates, progress reports, and feedback mechanisms were established to keep stakeholders informed about the plan's development and implementation. As a part of our Strategic Plan, we expect to strengthen our stakeholder involvement by executing more family events and gatherings that include administrators, faculty, staff and our board of directors. Paired with this initiative, we plan to “develop, as deemed essential and affordable, neighborhood programs to enhance the health, education and recreational needs of the community.

6. Continuous engagement: Stakeholders have been encouraged to remain engaged in the strategic planning process beyond the initial input gathering phase. They have been given opportunities to participate in committees or working groups responsible for specific improvement initiatives. Regular meetings, workshops, or town hall sessions have been organized to facilitate ongoing collaboration and feedback.

7. Progress monitoring: The team regularly monitors and evaluates progress towards the identified goals and reports progress to the Board of Directors. This monitoring involves collecting and analyzing relevant data, assessing the effectiveness of implemented strategies, and identifying areas for adjustment or improvement.

8. Annual review and revision: The Strategic Plan is reviewed annually to ensure its alignment with changing needs, emerging priorities, and new educational initiatives. Stakeholders are engaged in this review process, providing feedback and suggestions for updates. By involving internal and external stakeholders in the process and maintaining their ongoing engagement, North Side Community School fosters a collaborative and inclusive approach to continuous

improvement. This ensures that the plan is 'alive' and reflects the aspirations and needs of the entire school community promoting a shared commitment to achieving educational excellence

5. Was a climate/culture survey used to determine needs outlined in the CSIP? Yes, a climate/culture survey designed by the University of Missouri, St. Louis at the request of the Missouri Department of Elementary and Secondary Education (including the three essential survey indicators) was implemented in March 2023.

Locally developed survey that contained the three essential survey indicators

Purchased survey contains the three essential survey indicators Name of survey

Click or tap here to enter text.

6. (L3-A) What data sources (i.e. quantitative and qualitative data, internal and external data, and needs assessment) were used to determine the goal areas? What processes were utilized in collecting and analyzing the data when developing CSIP goals?

North Side Community School utilized various data sources, both quantitative and qualitative, internal, and external, to determine the goal areas for their Strategic Plan. The processes involved in collecting and analyzing the data were essential in developing the goals. Here's an overview of the data sources and processes utilized:

**Academic performance data:** The school analyzed internal academic data, such as student assessments, standardized test scores, and attendance records, to identify areas of improvement and achievement gaps. Assistive testing platforms such as (but not limited to) MAP Scores and NWEA growth goals will assist in data collection to ensure our academic performance continues to grow school wide.

**Discipline and behavior data:** The school examined internal data on disciplinary incidents, suspensions, and behavior referrals to identify patterns and address student well-being and safety concerns.

**Student feedback:** The school conducted surveys with students to gather their perspectives on the school climate, curriculum, and other aspects relevant to goal setting.

**Community demographics:** The school collected and analyzed data on the community's demographics, socioeconomic factors, and cultural diversity to understand the unique needs and challenges of the student population.

**Comparative data:** The school compared its performance with other schools to benchmark and identify areas for improvement.

Stakeholder input: The school engaged key stakeholders, such as teachers, parents, students, and community members, to gather their input through surveys, focus groups, or meetings. This input helped identify their priorities, concerns, and aspirations for the school's improvement.

Literature review: The school conducted a review of relevant research and best practices regarding curricular resources to inform the goal-setting process and selection process.

Surveys: The school administered surveys to stakeholders, including teachers, parents, and students, to collect quantitative and qualitative data on various aspects of the school's performance, climate, and needs. The Panorama Education Survey tool will allow us to continue this rigorous data collection process with fidelity over the course of several years.

Observations: School administrators or designated personnel conducted classroom observations or other types of on-site assessments to gather data on teaching practices, student engagement, and learning environment. As we continue to develop our Instructional Coaching department, this process will be further standardized to ensure data collection in classroom observations is standardized.

Document analysis: The school reviewed existing reports, assessments, and other relevant documents to collect additional quantitative and qualitative data.

Quantitative analysis: The school analyzed quantitative data using statistical methods to identify patterns, trends, and disparities in academic performance, behavior, or other relevant areas.

Qualitative analysis: The school conducted thematic analysis of qualitative data from surveys, focus groups, and interviews, identifying common themes and key insights.

Data triangulation: The school integrated and analyzed data from multiple sources to gain a comprehensive understanding of the school's strengths, weaknesses, and improvement areas.

By utilizing a combination of internal and external data sources, conducting needs assessments, and employing robust data collection and analysis processes, North Side Community School ensured a well-informed and data-driven approach to determine the strategic planning goal areas.

**\*\*Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan: Climate & Culture CC2A, CC3A, CC3B, CC4A and Data Based Decision Making DB2A, DB3C.**

**Descriptor B. The local board ensures that the CSIP focuses on the academic preparation and well-being of each student.**

1. (L3-B) How is the local board engaged in the CSIP process?

The North Side Community School Board played a vital role in the strategic planning process and is actively engaged in its implementation. Here are some ways in which the school board is involved:

1. Collaboration in goal setting: The school board collaborated with school administrators, educators, and other stakeholders to establish the goals. They provided input and insights based on their knowledge of the community's needs, required state and federal policies, and educational priorities.
2. Review and approval: The strategic plan is presented to the school board for review and approval. Board members carefully examined the plan to ensure it aligned with North Side Community School's vision, goals, and legal requirements.
3. Resource allocation: The school board holds the school leadership responsible for allocating resources, including funding and personnel, to support the implementation of the strategic plan. They review the budget and make decisions to ensure that adequate resources are available to address the identified goals and strategies.
4. Oversight and monitoring: The school board received regular reporting on the monitoring of progress. They received regular updates on the plan's progress, including data on student achievement, school climate, and other relevant indicators. Board members analyzed the data, asked questions, and provided guidance to ensure that the strategic plan was/is effectively addressing the identified goals.
5. Policy development: The school board adopts policies that support the goals and strategies outlined in the strategic plan as appropriate. These policies provided a framework for the school community to work within and help facilitate the desired improvements.
6. Stakeholder communication: The school board acted as a liaison between the school administration and the broader community. They communicated the goals, progress, and outcomes of the strategic plan to the community, seeking input and feedback from stakeholders. This communication fostered transparency and accountability in the improvement process.
7. Evaluation and accountability: The school board participates in the evaluation of the Strategic Plan effectiveness. They review the outcomes and impact of the plan, assess the progress made towards the goals, and determine whether adjustments or revisions are necessary. The board holds the school administration accountable for the Plan's implementation and outcomes.

Overall, the North Side Community School Board actively engaged in the process, contributing to goal setting, providing oversight, allocating resources, and ensuring that the plan aligned with North Side Community School priorities. Their leadership and involvement helped to promote collaborative decision-making, accountability, and effective implementation of the Strategic Plan.

2. (L3-B) How does the local board ensure that the CSIP focuses on academic preparation of students?

The North Side Community School Board ensured that the Strategic Plan focused on the academic preparation of students through several mechanisms including:

1. Alignment with strategic plan goals: The school board ensures that the Strategic Plan is aligned with the broader goals and priorities, which typically include a strong emphasis on academic achievement.
2. Policy development: As appropriate, the board adopted or revised policies that emphasized academic preparation and supporting the goals of the Strategic Plan. These policies cover areas such as curriculum, instruction, assessment, and academic standards. By establishing policies that prioritize academic excellence, the board sets a framework for the school's efforts to enhance student learning.
3. Goal-setting process: The school board actively participated in the goal-setting process for the Strategic Plan. They provided input and guidance to ensure that the identified goals addressed the academic needs of students. This involvement allows the board to shape the direction towards improving academic outcomes.
4. Resource allocation: The board played a crucial role in providing oversight of resource allocation, including funding, staff, and instructional materials, to support academic preparation. They approved and reviewed the budget making decisions to ensure that adequate resources are allocated to areas such as curriculum development, teacher professional development, instructional technology, and academic support programs.
5. Monitoring progress: The board monitors the progress of the implementation, with a particular focus on academic outcomes. They receive regular updates and reports on student achievement data, curriculum initiatives, and instructional practices. This monitoring allows the board to assess whether the Strategic Plan is effectively addressing the academic needs of students.
6. Data-driven decision-making: The board emphasized the use of data in decision-making related to academic preparation. They analyze student performance data, assessment results, and other relevant metrics to identify areas of improvement, make informed decisions, and allocate resources effectively.
7. Collaboration with educators: The board collaborates closely with educators, including teachers, principals, and administrators, to ensure a strong focus on academic preparation. They seek input from educators, consider their expertise, and encourage their active involvement in the Plan development and implementation process.

By emphasizing alignment with goals, developing supportive policies, actively participating in goal setting, allocating resources strategically, monitoring progress, relying on data, and collaborating with educators, the North Side Community School Board ensures that the Strategic Plan remains centered on the academic preparation of students. This commitment underscores the board's dedication to providing students with a quality education that prepares them for future success.

3. (L3-B) Explain how the local board is engaged with monitoring of academic performance data.

The North Side Community School Board is actively engaged in the monitoring of academic performance data to ensure that students are making progress and achieving desired outcomes. Here is an explanation of how the board is involved in this process:

**Data review:** The board receives regular reports on academic performance data, including student assessments (NWEA), standardized test scores, retention rates, and other relevant indicators. Board members review the data to understand trends, identify areas of strength and areas needing improvement, and assess the overall academic performance of the school.

**Goal alignment:** The board compares the academic performance data with the goals outlined in the Strategic Plan. They ensure that the Plan goals are aligned with the desired academic outcomes for the students. By monitoring the data, the board assesses whether the school is making progress towards these goals and takes necessary actions if adjustments or interventions are required.

**Data interpretation:** The board engages in data interpretation discussions to understand the meaning and implications of the academic performance data. They analyzed the data in collaboration with school administrators. This collaborative analysis helped in identifying root causes behind the data trends and informing decision-making regarding instructional strategies, curriculum enhancements, or other interventions to improve academic performance.

**Data-driven decision-making:** The board utilizes the academic performance data as a basis for decision-making. The data helps them assess the effectiveness of existing programs, interventions, and instructional approaches. They may initiate discussions, propose changes, or allocate resources based on the insights gained from the data analysis. This data-driven decision-making process ensures that the board's actions are informed by evidence and focused on improving academic outcomes.

**Monitoring progress:** The board monitors the progress of academic performance over time. They track data trends, set benchmarks, and compare current performance with past performance to gauge improvement or identify areas of concern. The board may request additional reports or data analyses to gain a comprehensive understanding of the school's academic progress.

**Accountability:** The board holds the school administration accountable for academic performance outcomes. They review reports and discuss findings with school leadership, asking for explanations, exploring potential strategies, and establishing expectations for improvement. This accountability ensures that academic performance remains a priority and that efforts are in place to support student achievement.

**Communication and transparency:** The board communicates the academic performance data to the broader community, including parents, teachers, and other stakeholders via newsletters, the website, and meetings. They ensure transparency by sharing the data trends, goals, and progress with the community. This communication fosters understanding, trust, and engagement from stakeholders, as they are kept informed about the school's academic performance and improvement efforts.

By actively engaging in the monitoring of academic performance data, the North Side Community School Board plays a crucial role in driving improvement initiatives and ensuring accountability for student outcomes. Their involvement supports evidence-based decision-making and fosters a culture of continuous improvement within the school community.

4. (L3-B) How does the CSIP address the well-being of each student?

The Strategic Plan at North Side Community School addresses the well-being of each student by recognizing the importance of holistic development and creating a supportive environment that promotes their overall well-being including:

**Safe and inclusive environment:** North Side prioritizes creating a safe, inclusive, and nurturing environment for all students. It emphasizes the development of policies, practices, and procedures that promote physical and emotional safety, respect diversity, and prevent bullying or discrimination. This helps ensure that students feel secure, valued, and accepted within the school community.

**Social-emotional learning:** North Side integrates social-emotional learning (SEL) strategies and initiatives to support students' emotional well-being, self-awareness, self-management, relationship skills, and responsible decision-making. This includes specific programs, curricula, or interventions that focus on fostering social and emotional development to enhance students' overall well-being.

**Mental health support:** Recognizing the importance of mental health, North Side addresses students' mental health needs. This includes initiatives such as counseling services, partnerships with mental health professionals, and access to resources for students and families.

**Student support services:** The Strategic Plan acknowledges that students may require additional support in various areas. This leads to the outlining of strategies to provide academic interventions, special education services, or other targeted assistance to meet individual student needs. The plan includes the allocation of resources and personnel to ensure equitable access to these support services.

**Collaboration with families and community:** The Strategic Plan recognizes the crucial role of families and the wider community in supporting student well-being. We outline strategies to enhance family engagement, provide parent education programs, and establish partnerships with community organizations to offer additional resources and support for students' well-being.

By addressing the well-being of each student at North Side Community School, we and the Strategic Plan recognize that students' academic success is closely tied to their overall health and happiness. By fostering a supportive and inclusive environment, integrating SEL strategies, providing mental health support, offering student support services, promoting family and community engagement, and utilizing data to drive decision-making, the Strategic Plan ensures that student well-being remains a fundamental focus in the school's continuous improvement efforts.

5. L3-B) How does the CSIP drive leaders and teachers in the development and implementation of academic instruction for each student?

The Strategic Plan plays an important role in driving leaders and teachers in the development and implementation of academic instruction for each student including:



**Goal alignment:** The Strategic Plan establishes clear academic goals that guide the development and implementation of instruction. These goals provide a shared vision for leaders and teachers, ensuring they are working towards a common purpose of improving student learning outcomes. The Strategic Plan aligns these goals state standards and expectations, creating a cohesive approach to instruction.

**Data-informed decision-making:** The Strategic Plan utilizes data on student academic performance to inform decision-making. Leaders and teachers analyze assessment results, progress monitoring data, and other relevant metrics to identify areas of strength and areas requiring improvement. This data-driven approach guides instructional decision-making, enabling leaders and teachers to tailor instruction to meet the specific needs of each student.

**Professional development:** The Strategic Plan includes provisions for ongoing professional development to support leaders and teachers in enhancing their instructional practices. Professional development opportunities, workshops, or coaching sessions are provided to help educators continually improve their instructional skills.

**Resource allocation:** The Strategic Plan guides resource allocation to support the development and implementation of academic instruction. Leaders and teachers are provided with the necessary resources, such as instructional materials, technology tools, and professional development opportunities. Adequate funding and personnel are allocated to ensure that leaders and teachers have the support and tools required to deliver effective instruction.

**Monitoring and evaluation:** The Strategic Plan include mechanisms for monitoring and evaluating instructional practices. Leaders and teachers regularly assess the effectiveness of their instructional strategies and adjust them as needed based on student progress and data analysis. Ongoing monitoring helps identify areas of success and areas for improvement, enabling leaders and teachers to continually refine their instructional approaches.

**Reflection and feedback:** The Strategic Plan by nature encourages reflection and feedback among leaders and teachers. Educators are provided with opportunities to reflect on their instructional practices, analyze student outcomes, and receive feedback from peers, instructional coaches, or administrators. This reflective practice supports continuous professional growth and improvement in instructional effectiveness.

**\*\*Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan: Data Based Decision Making DB2A, DB4A, DB4C, DB4D and Alignment of Standards, Curriculum and Assessment AS2C, AS2D, AS2H.**

#### Descriptor C. The CSIP contains:

1. (L3-C) Does the LEA's CSIP have a clear mission and vision? What process was used to create the vision and mission statements?

A clear mission and vision are crucial components of a Strategic Plan, as they provide a guiding framework for the school's improvement efforts. The process of creating the mission and vision statements involved the following steps:



**Stakeholder engagement:** School administrators, educators, parents, students, and other stakeholders are engaged in the process. Their input, perspectives, and aspirations are gathered through surveys, focus groups, interviews, or town hall meetings. This engagement ensures that the mission and vision statements reflect the collective values, priorities, and aspirations of the school community.

**Data analysis:** Relevant data, including academic performance, student demographics, community characteristics, and needs assessments, are analyzed to inform the mission and vision statements. Data helps identify key areas of focus and informs the creation of statements that address the specific needs and context of the school.

**Collaborative discussions:** School leaders facilitate collaborative discussions and workshops with stakeholders to explore and articulate the school's purpose, core values, and desired outcomes. These discussions help clarify the school's identity, direction, and aspirations for student success.

**Drafting and refinement:** Based on the stakeholder engagement and data analysis, draft versions of the mission and vision statements are developed. These drafts are refined through feedback and iterative discussions with stakeholders to ensure they accurately reflect the school's values, priorities, and goals.

**Consensus and approval:** The final mission and vision statements are shared with stakeholders for review and feedback. The statements are refined further based on this feedback until a consensus is reached. The school administration and potentially the school board formally approve the final mission and vision statements, solidifying their incorporation into the Strategic Plan.

2. (L3-C) What procedures are used to develop and manage progress on goals and objectives, evidence-based strategies, and timelines?

The development and management of progress on goals and objectives, evidence-based strategies, and timelines in the Strategic Plan involved the following procedures:

**Collaboration:** The Strategic Planning team, which included administrators, teachers, and other stakeholders, collaboratively developed specific, measurable, achievable, relevant, and time-bound (SMART) goals and objectives aligned with the overall vision and mission of the school.

**Data analysis:** The team utilized relevant data, such as academic performance data, student needs assessments, and other indicators, to inform the development of goals and objectives. Data helped identify areas of improvement and establish realistic targets for student achievement.

**Prioritization:** The team prioritized goals and objectives based on their importance, alignment with the school's strategic priorities, and potential impact on student outcomes.

**Research and best practices:** The strategic planning team conducted a curricular resource review and researched evidence-based practices and strategies proven effective in improving student outcomes. They identified strategies aligned with the goals and objectives and the specific needs of the student population.

**Professional expertise:** The team leveraged the expertise of educators, instructional leaders, and relevant specialists to identify strategies that align with the school's instructional approach and meet the unique needs of students.

**Resource allocation:** The team ensured that adequate resources, including funding, staff, professional development opportunities, and instructional materials, are allocated to support the implementation of evidence-based strategies.

**Timeline development:** The strategic planning team established realistic timelines and milestones for the implementation of strategies and the achievement of goals and objectives. Timelines considered the complexity of the strategies, available resources, and anticipated progress.

**Action planning:** The team developed detailed action plans that outlined specific steps, responsibilities, and timelines for implementing each strategy. These plans help ensure clarity and accountability in the execution of strategies.

**Monitoring and evaluation:** The strategic planning team established mechanisms for monitoring and evaluating progress on goals, objectives, and strategies. Regular progress assessments are conducted to track implementation, measure impact, and identify necessary adjustments.

**Continuous improvement:** The strategic planning team maintains a continuous improvement mindset, leveraging data and feedback to adapt strategies, revise timelines, and refine action plans as needed. By following these procedures, the team ensures a systematic and data-driven approach to develop, manage, and monitor progress on goals and objectives, evidence-based strategies, and timelines.

3. (L3-C) How do the LEA's budget development and funding sources support the CSIP goals and evidence-based strategies?

North Side Community School's budget development and funding sources support the goals and evidence-based strategies of the school's Strategic Plan:

**Alignment of budget with goals:** The budget development process includes review and alignment with the goals and strategies outlined in the Strategic Plan. School administrators and the finance team ensure that financial resources are allocated to support the implementation of evidence-based strategies identified in the Plan. The budget reflects the priorities and needs identified, providing the necessary resources to achieve the desired outcomes.

**Resource allocation:** The budget allocates funds to support the staffing, materials, professional development, technology, and other resources required for implementing the evidence-based strategies identified in the Strategic Plan. Adequate funding is allocated to ensure that educators have access to necessary instructional resources, support services, and professional learning opportunities.

**Grant funding:** North Side Community School seeks additional funding through grants that align with their Strategic Plan goals and strategies. Grants provide financial support for specific initiatives, programs, or projects. School administrators and staff actively search for grant opportunities and apply for funding to supplement the budget and support the implementation of evidence-based strategies.

Partnerships and collaborations: We explore partnerships and collaborations with community organizations, businesses, foundations, and other external entities to secure funding or in-kind resources that align with the Strategic Plan goals. These partnerships provide additional financial support, expertise, and resources to enhance the implementation of evidence-based strategies.

Evaluation of funding sources: School administrators regularly review and evaluate the effectiveness and efficiency of different funding sources to support the Strategic Plan through weekly Administrative Services meetings. They assess whether the funding sources adequately meet the financial needs of the Plan goals and strategies, identify potential gaps or areas for improvement, and explore alternative funding sources if necessary.

Transparency and accountability: The budget development process is transparent, involving relevant stakeholders and ensuring accountability for the effective use of funds.

**\*\*Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan: Leadership L1A, L1D and Equity and Access EA4.**

**Descriptor D: The Local Board regularly monitors the implementation and outcomes of the CSIP.**

(L3-D) Describe how the local board monitors the implementation and outcomes of the CSIP. Who is involved and how often are updates shared with the local board?

North Side Community School uses plan goals as a guiding framework for decision-making in operations, governance, and budgeting.

Resource allocation: The Strategic Plan goals inform decisions regarding the allocation of resources, such as staff, facilities, instructional materials, and technology. The school administration considers the goals when determining how resources are distributed to support the identified strategies and initiatives aligned with the goals.

Program development: The Strategic Plan goals guide the development of academic programs, interventions, and support services. Decision-making related to curriculum, instructional approaches, professional development, and other operational aspects of the school are informed by the Strategic Plan goals.

Scheduling and time management: The Strategic Plan goals influence decisions related to scheduling and time management. The school ensures that adequate time is allocated for activities that directly support the goals, such as instructional planning, collaboration, and professional development.

Policy development: The Strategic Plan goals provide a foundation for the development and revision of policies. School board members and administrators consider the goals when shaping policies related to academic standards, student supports, accountability, and other governance matters.

Resource prioritization: The Strategic Plan goals play a significant role in determining budget priorities. The school administration and finance team allocate financial resources to areas directly aligned with the goals. Budget decisions are guided by the extent to which specific initiatives, programs, or resources support the attainment of goals.

Grant applications: The Strategic Plan goals help identify grant opportunities that align with the school's strategic priorities. The school may seek external funding through grants to supplement the budget and support initiatives aligned with the goals.

Monitoring and evaluation: The Strategic Plan goals serve as a reference point for monitoring and evaluating the effectiveness of budget allocations. School administrators assess how budget resources are contributing to the attainment of goals and make adjustments as needed.

**\*\*Other MSIP 6 standards and indicators may be reflected in the development of a CSIP plan: Data Based Decision Making DB2B.**

Descriptor 1C: The CSIP guides the development and implementation of other plans (Building Level Plan, Professional Development Plan, ESSA Plan, etc.)

1. (L3-E) How is the CSIP used to guide the development, implementation, and monitoring of other required LEA plans (i.e., building level plans, assessment plan, ESSA plan, professional development plan, technology plan)?

The Strategic Plan serves as a guiding document for the development, implementation, and monitoring of other required plans at the LEA (Local Education Agency) level:

**Building Level Plans:** The Strategic Plan provides a framework and direction for individual school building plans. It sets the overall goals, strategies, and priorities for the district, and the building level plans align with and support those goals.

**Assessment Plan:** The Strategic Plan influences the assessment plan by identifying the specific academic areas, student populations, or performance indicators that require attention and improvement. It helps determine the types of assessments that need to be developed or adopted to measure progress towards the identified goals.

**Professional Development Plan:** The Strategic Plan guided the development of the professional development plan by identifying the specific areas of need and improvement for educators and staff. The goals and objectives outlined inform the professional development priorities and focus areas. The professional development plan ensures that educators receive the necessary training and support to effectively implement the strategies and interventions.

**Technology Plan:** The Strategic Plan influences the technology plan by identifying how technology can be leveraged to support and enhance the instructional goals and strategies outlined in the Strategic Plan.

2. (L3-E) Please list other LEA plans that are aligned to your LEAs CSIP. How does the LEA ensure alignment of all plans?

North Side Community School has a comprehensive approach to ensure alignment of all plans with its Strategic Plan. One of the key plans is the Education to Excellence Plan, which prioritizes the growth and development of the school's faculty. This plan focuses on providing resources, training, and support to empower teachers to excel in their roles and contribute to the school's overall success. Additionally, the Roadside to Educational Excellence Plan plays a crucial role in aligning the Strategic Plan with the Performance Contract with the University of Missouri, St. Louis, as well as the foundations of excellent instruction. This plan ensures that all aspects of the school's operations are in sync and working towards the common goal of providing high-quality education. Furthermore, the school has implemented a Faculty Mentorship Plan, which outlines an effective program that aligns with the Strategic Plan. This plan emphasizes professional development and growth for teachers, with a focus on teaching standards and indicators as top priorities. Through these various plans, North Side Community School ensures that all initiatives and strategies are cohesive, reinforcing the school's mission and vision for excellence in education.

3. (L3-E) What procedures are in place to monitor the fidelity of all plans?

To ensure the fidelity of the Education to Excellence Plan, North Side Community School has implemented several procedures for monitoring the growth and development of its faculty. Regular evaluations and assessments are conducted to gauge the effectiveness of the plan's implementation. These evaluations involve gathering feedback from faculty members, administrators, and other stakeholders to identify strengths, areas for improvement, and opportunities for growth. The school also uses data-driven approaches to track the progress of individual teachers and the overall impact of the plan. This includes analyzing student performance data, classroom observations, and professional development outcomes to measure the effectiveness of the plan in enhancing faculty capabilities.

Similarly, for the Roadside to Educational Excellence Plan, the school ensures alignment through rigorous monitoring procedures. Regular meetings and check-ins are held to review progress and address any challenges or deviations from the plan. The school maintains close communication with the University of Missouri, St. Louis, and relevant stakeholders to ensure that the Performance Contract is being upheld and that all parties are working collaboratively towards the shared goals of the Strategic Plan.

Regarding the Faculty Mentorship Plan, the school has established monitoring mechanisms to ensure its effectiveness and alignment with the Strategic Plan. Mentorship activities and progress are regularly assessed through feedback surveys, observations, and mentor-mentee meetings. The school provides ongoing support and resources to mentors to ensure they can effectively guide and support their mentees. The professional development and growth plans focused on teaching standards and indicators are continuously reviewed and updated to align with the evolving needs of the school and the Strategic Plan.

**Missouri School Improvement Program (MSIP 6)**  
**Continuous Improvement Response to Standards**

**Describe the local board and superintendent/chief executive officer's professional learning experiences in your LEA. Share how these practices have enhanced the systems of governance.**

The Board and the Executive Director of the school have a diverse range of experiences and expertise. The board members have backgrounds in nonprofit leadership and finance, and they bring their knowledge and skills to support the strategic plan of the school. They are regularly updated on the plan and actively engage in discussions to help the school achieve its goals.

The board also has numerous community partnerships in St. Louis, which they leverage to enhance the academic, social, and emotional aspects of the school. They work to connect these partners with the school, fostering collaboration and development opportunities.

Furthermore, the school has established partnerships with local universities like UMSL. These partnerships provide instructional support, social-emotional learning support, teacher coaching, and professional development opportunities. These collaborations contribute to the growth and improvement of the school's educational practices.

The Executive Director of the school has extensive experience in the Missouri charter public school sector. Their expertise lies in policy development and aligning instruction and curriculum. They bring this wealth of experience to the school, ensuring that policies are well-developed and instructional practices are aligned with the school's objectives.

Additionally, the Executive Director has partnered with national education organizations such as ASCD, NWEA, and SchoolWorks. These collaborations have further strengthened the learning experiences of the school's leadership and board, allowing them to stay informed about current educational trends and best practices.

Overall, the combined experiences of the board and the Executive Director, along with their partnerships and collaborations, contribute to the growth and success of the school.

**Highlight the success ready measures Pre-K-12 that ensure students are ready for their next educational or work experience.**

North Side Community School has implemented several success measures to ensure that students are prepared for their next educational or work experience. Here are the highlighted measures:

1. **NWEA Assessment:** The school administers the NWEA assessment three times per year to identify student performance levels. This helps in understanding each student's academic strengths and areas that require additional support.
2. **Internal Benchmark Data:** The school utilizes internal benchmark data to identify students who may need intervention and support, as well as those who are making advanced growth and require additional challenge and growth opportunities. This data-driven approach allows for targeted instruction and personalized learning experiences.
3. **Roadmap to Educational Excellence:** The school has established the Roadmap to Educational Excellence, which outlines their vision, values, and beliefs. It includes Cardinal Principles that guide the cultural fabric of the school. These principles emphasize continuous progress in academic and personal development, the importance of teacher-student relationships, addressing students' social-psychological-familial needs, maintaining order and discipline, and the significance of good teaching and effective classrooms, among others.
4. **Providing High-Quality Education:** North Side Community School is committed to providing the highest standard of education to enable students to acquire the skills, knowledge, and concepts relevant to their future. They focus on promoting high-quality learning and attainment and providing a high-quality learning environment.
5. **Ethos of Care and Support:** The school promotes an ethos of care, mutual respect, and support, where effort is valued, and success is celebrated. They aim to create a positive and nurturing environment that fosters students' emotional and social development.
6. **Parent and Community Partnership:** North Side actively involves parents and the community in the education process. They promote regular, two-way communication between home and school, recognize the role of parents in assisting their children's learning, and actively engage parents as partners in decision-making. They also leverage community resources to strengthen school programs and student achievement.
7. **Individual Career and Academic Planning (ICAP):** For PreK-8th grade students, the school focuses on helping them develop their long-term learning and career goals through the ICAP process. The Beyond North Side High School Placement Director works closely with 7th and 8th graders to review their options after 8th grade and develop initial ICAP plans. The Director also assists students and parents in selecting high schools and planning individual coursework based on long-term goals.

8. Professional Development: The school provides professional development opportunities for teachers and staff to enhance their understanding of effective parent and family involvement strategies. This ensures that educators are equipped with the necessary skills to engage and collaborate with parents and families.

9. Evaluation and Improvement: North Side regularly evaluates their parent and family involvement strategies to assess their effectiveness. This allows for ongoing improvement and adjustments based on feedback and data.

10. Accessibility and Language Support: The school strives to make educational materials accessible to parents and families, providing them with instructional resources and information in a language that they understand. This ensures effective communication and understanding between the school and families.

By implementing these measures, North Side Community School aims to prepare students for their future educational and work experiences, fostering their overall development and success.



**Describe what systems the LEA has in place that focus on high academic and behavioral expectations of students.**

North Side Community School (NSCS) has implemented a variety of systems and strategies to ensure high academic and behavioral expectations for its students. These initiatives are aligned with the LEA's Roadmap to Learning and aim to create a supportive learning environment.

At the beginning of each school year, NSCS conducts introductory sessions for staff, parents, and students. These sessions familiarize participants with the school year and introduce the Roadmap to Learning, emphasizing the importance of setting high expectations for academic and behavioral performance. The LEA's character education program, known as JUSTICE Traits, is also reviewed to instill foundational character traits and good citizenship in students.

NSCS places a strong emphasis on instructional excellence, assessment, and cultural needs specific to each campus. This includes implementing and improving curriculum based on student data to promote academic achievement. Teacher leadership, collaboration, and effective instructional practices are fostered, and efforts are made to enhance student attendance and relationships.

The school prioritizes tiered instruction and effective classroom management techniques. Creating a positive staff and student culture is crucial, and activities such as reflective circles and team building contribute to a supportive learning environment. NSCS also encourages family engagement through effective communication methods and various events to build rapport and involvement.

The teaching of JUSTICE Traits reinforces important character traits for good citizenship, while a schoolwide behavior matrix ensures that behavior is used as a tool for learning. Structure and order are maintained to facilitate learning, and high behavioral expectations are held for all students.

To support academic progress, NSCS provides resources and guidelines for pacing and curriculum planning. A pacing roadmap is provided to teachers, offering a calendar overview of what should be taught and when. This semi-flexible guide aligns standards and grade-level expectations to each lesson. Additionally, teachers are required to create course or class syllabi that outline instructional and behavioral expectations, as well as classroom systems and procedures.

Assessments play a crucial role in monitoring student progress. End-of-unit assessments are aligned with state standards and the curriculum, similar in format to MAP and NWEA assessments. These assessments are conducted online to prepare students for the rigor of standardized tests. Formative assessments, such as exit tickets, are used to assess students' understanding of new content. Teachers utilize the data from exit tickets to plan for small group reteaching and spiraled review. In the 23-24 school year, several new assessment tools will be utilized (including Nearpod, IXL, Exact Path, Edulastic, Google Forms) to ensure our students know how to demonstrate their depth of knowledge in a digital space.

Lesson plans are also emphasized as a tool for effective instruction. Teachers are expected to create detailed lesson plans that unpack each lesson, including examples of student work, agendas with timestamps, identification of big ideas or enduring understandings, plans for student discourse, and exit tickets. Lesson planning and pacing has been standardized and ready for implementation in the 23-24 school year.

By implementing these systems and strategies, North Side Community School strives to maintain high academic and behavioral expectations for its students, ensuring a supportive and enriching educational experience.

## **Share climate and cultural strategies that engage parents.**

NSCS implements various climate and cultural strategies to engage parents in their children's education. Here are some strategies the school uses:

1. **Back to School Bash and Meet the Teacher Nights:** These events provide an opportunity for parents to meet teachers, learn about classroom expectations, and build a connection with the school community. It creates a welcoming atmosphere and fosters positive relationships between parents, teachers, and staff.
2. **Parent Conferencing:** NSCS conducts formal parent-teacher conferences at least twice a year, providing an avenue for open communication and sharing student progress. However, the school also encourages parents to schedule meetings with teachers at any point during the year, ensuring ongoing collaboration between parents and educators.
3. **Kindergarten Graduation and 8th Grade Graduation:** These ceremonies not only celebrate students' milestones but also serve as events that bring parents together with the school community. It provides an opportunity to recognize and appreciate the achievements of students while strengthening the bond between parents and the school.
4. **Family Events:** NSCS organizes various family-oriented events such as literacy nights, science fairs, art exhibitions, and cultural celebrations. These events promote family engagement by providing opportunities for parents to actively participate in their children's learning experiences, showcase their talents, and celebrate their achievements.
5. **Effective Communication:** NSCS maintains regular and effective communication with parents through various channels. This includes newsletters, email updates, and a dedicated school website that provides information about important events, school policies, and resources for parents. The school also ensures that communication is available in multiple languages to cater to diverse families.
6. **Parent Volunteer Opportunities:** NSCS encourages parents to volunteer in different capacities within the school community. This involvement could include assisting in classrooms, organizing events, or assisting on the many field experiences held throughout the year. By volunteering, parents feel a sense of ownership in their child's education and contribute to the overall school environment.
7. **Parent Education Workshops:** NSCS organizes workshops and seminars specifically designed to educate and empower parents. These sessions cover topics such as effective parenting strategies, supporting academic growth at home, and fostering positive behavior. By providing parents with knowledge and resources, the school strengthens their capacity to support their child's learning and development.

These climate and cultural strategies create a supportive and inclusive environment where parents feel welcomed and engaged in their children's education. They promote a strong partnership between the school and parents, ultimately leading to enhanced academic success and holistic development for students.

**Describe the systems established in your LEA that encourage continuous and innovative improvement of students and staff.**

North Side Community School (NSCS) has multiple systems in place to encourage continuous and innovative improvement of students and staff all of which are aligned with our Roadmap to Learning.

Before the start of each school year, NSCS conducts an introductory session that familiarizes participants with key aspects of the school year. The sessions also introduce NSCS's Roadmap to Learning, emphasizing the importance of setting high academic and behavioral expectations for students. Additionally, the review of the LEA's character education program, known as JUSTICE Traits, aimed to instill foundational character traits and good citizenship in students. One of the tools we will be using this upcoming year is Panorama to ensure our trajectory of growth is supported and attained.

To ensure that faculty members are well-prepared and equipped to meet these expectations, NSCS provided professional development on various topics as well as a summer stipend to ensure readiness for the 2023 – 2024 school year. This included training on the Care Team Problem Solving Process, which utilizes a multi-tiered system of supports (MTSS) to address students' diverse needs and provide appropriate accommodations. The Maslow Before Bloom sessions focus on understanding trauma and teaching with empathy to help all students reach their full potential.

Cultural competency training is another crucial component of professional development, helping educators build cultural awareness to better serve minority students and their parents. This training aims to create a supportive and inclusive environment that respects and values diversity.

Throughout the academic year, NSCS continues to offer professional development opportunities to its faculty. These include sessions on topics such as low-performing students in the general education classroom, where teachers are trained on implementing strategies to make content and assessments accessible to all students. The use of technology as an instructional tool is also emphasized, providing orientation, training, and ongoing support to enhance teaching practices. Upcoming development opportunities include ASCD Master Classes and the New York EdTech Week as well as preventative strategies for school bullying.

On an ongoing basis, NSCS focuses on campus-specific instructional, assessment, and cultural needs, tailoring professional development to meet the unique requirements of each campus. For the elementary campus, priorities include academic achievement through curriculum implementation and improvement based on student data. Teacher leadership, collaboration, and instructional practice are also fostered, along with efforts to strengthen student attendance and relationships.

Strong tiered instruction and effective classroom management techniques are emphasized. Building positive staff and student culture, fostering relationships through reflective circles, and understanding the importance of team building contribute to a supportive learning environment. Family engagement is

promoted through effective communication methods and various events to build rapport and involvement.

To support ongoing professional development, NSCS has engaged an experienced instructional coaching team providing coaching to individual teachers three days per week. This coaching helps teachers refine their instructional practices and meet the diverse needs of their students effectively. Additionally, leadership coaching is provided to school principals focusing on their professional growth and development. Through the “observation feedback cycle” each teacher at Northside now has an opportunity to grow their instructional methodology each day.

The addition of the Education to Excellence tuition reimbursement program and opportunities for state and national high-quality professional development further enhance the professional growth of the staff, ensuring a culture focused on continuous learning for all.

**Describe your comprehensive assessment system and how that data informs teaching and learning resulting in student growth and improvement.**

North Side Community School (NSCS) has implemented a comprehensive assessment system to gather data on student performance, inform teaching and learning practices, and drive student growth and improvement. The assessment system includes interim/diagnostic assessments, end-of-unit assessments, summative assessment/growth monitoring, and state assessments. Here is an overview of how these assessments are utilized:

**Interim/Diagnostic Assessments:** NSCS administers school-level interim assessments three times a year using a computer adaptive test, such as the NWEA. These assessments provide diagnostic information about individual student strengths and areas for growth. The data collected informs instruction and intervention in several ways. Teachers utilize individual student reports to identify areas of need and prioritize intervention based on skill gaps. Regular targeted interventions are delivered to students through various programs and instructional approaches, such as Sunday instruction at the elementary level and Read 180 and Systems 44 intervention labs at the middle school level. Teachers also review the most recent diagnostic results during monthly professional development days to determine intervention topics and identify students or groups who would benefit from targeted support.

**End-of-Unit Assessments:** NSCS administers standards-aligned end-of-unit assessments at the conclusion of each unit of study. The data collected from these assessments is analyzed by standard to determine mastery levels. It helps identify standards or skills that require whole-group remediation and pinpoints individual students who have not mastered key content. This information guides targeted intervention and support during subsequent units.

**Summative Assessment/Growth Monitoring:** The longitudinal data generated by the three NWEA assessments is used to track student growth and progress throughout the year. Students are given growth goals based on their initial assessment results. These goals represent the expected progress necessary to close any achievement gaps between their current performance and grade-level expectations. The data from summative assessments and growth monitoring helps evaluate the effectiveness of the school, individual teachers, curriculum, and programs.

**State Assessment:** Students in grades 3-8 participate in the Missouri Assessment Program (MAP) test once a year. The results of the MAP test are utilized to determine individual student proficiency levels. They also provide insights into the strengths and weaknesses of the curriculum. By analyzing the specific learning standards that students excel in and those they struggle with, NSCS can make informed decisions to improve instruction and address areas of need.

Overall, NSCS's comprehensive assessment system ensures that data is collected regularly, analyzed, and utilized to inform instructional decisions, identify areas for improvement, and support student growth and improvement. By leveraging various assessment tools, the school can effectively monitor student

progress, evaluate the effectiveness of teaching practices and curriculum, and make data-informed decisions to enhance student outcomes.



**Describe how your LEA ensures all students have access to rigorous instruction, meaningful supports, and relevant educational experiences. Explain how the LEA is addressing challenges to assure all students have equitable opportunities to experience and resources.**

North Side Community School (NSCS) ensures that all students have access to rigorous instruction, meaningful support, and relevant educational experiences through various strategies and initiatives. Here's how NSCS addresses challenges to provide equitable opportunities for all students:

1. **Small Class Sizes and Teacher Assistants:** NSCS maintains small class sizes of 15 to 18 students, allowing for differentiated instruction, individualized support, and ample one-on-one assistance. Additionally, each grade level has a teacher assistant who focuses on providing small group and individualized instruction, further enhancing student learning experiences.
2. **Interventionists and Individualized Support:** NSCS has dedicated interventionists at the elementary level who provide individualized and small group instruction, including the use of specialized programs like the Soliday System. These interventions help address students' specific needs and support their academic growth.
3. **Extended Block of Time for ELA and Mathematics:** At the elementary level, NSCS allocates an extended block of time for English Language Arts (ELA) and Mathematics. This additional time allows for in-depth instruction, practice, and reinforcement of essential skills in these core subjects.
4. **Pacing Roadmap and Course Syllabus:** NSCS provides teachers with a pacing roadmap, ensuring alignment with standards and grade-level expectations. This guide helps teachers plan and deliver instruction effectively. Additionally, teachers create course syllabi that outline instructional expectations, behavioral expectations, and classroom systems and procedures, ensuring clarity and consistency in instruction.
5. **Formative and Summative Assessments:** NSCS utilizes formative assessments, such as exit tickets, to gauge student understanding and guide instructional decisions. These assessments help teachers identify areas of strength and areas that require further instruction or intervention. Summative assessments, including end-of-unit assessments, are aligned with state standards and grade-level expectations. They provide valuable data to measure student mastery and guide whole-group and individualized remediation efforts.
6. **Extended Day and Summer Program:** NSCS offers an Extended Day program for grades 2-8, providing students with additional extracurricular activities and opportunities for learning. The school also offers a summer program for students in grades K-7, with focused instruction in English and Math, as well as enriching activities in the afternoons. These programs extend learning opportunities beyond regular school hours and ensure students have access to relevant educational experiences throughout the year.

7. Homework Expectations and Parent Involvement: NSCS establishes minimum expectations for daily homework based on grade levels, fostering academic progress, organizational skills, and responsibility in students. The school encourages parents/guardians to actively engage in nightly reading with their children, fostering a love for literature and supporting language development. NSCS values parental involvement and encourages parents to volunteer and participate in field trips, ensuring a well-rounded and enriching educational experience for all students.

By implementing these strategies, NSCS strives to provide equitable access to rigorous instruction, targeted supports, and meaningful educational experiences for all students, regardless of their background or circumstances.

North Side Community School						
<b>Balance Sheet - Consolidated w/ FA and Note Payable</b>						
<b>July 2023</b>						
<b>Total Assets</b>						
<b>Current Assets</b>						
1111 CASH IN BANK	\$30,370					
1112 Sweep Account	\$200,000					
1143 US Treasury Bills	\$2,400,000					
1132 PETTY CASH	\$650					
<b>Total Cash</b>	<b>\$2,631,020</b>					
<b>Current Assets</b>	<b>\$2,631,020</b>					
<b>Long-term Assets</b>						
1510 Land	\$450,400	FY22 Audited				
1511 Improvements Other Than Buildings	\$979,770	FY22 Audited				
1521 Buildings and Remodeling	\$3,211,382	FY22 Audited				
1540 Equipment	\$152,904	FY22 Audited				
1542 Classroom Instructional Apparatus	\$0	FY22 Audited				
1544 School Buses	\$0	FY22 Audited				
1549 Other (Accumulated Depreciation)	-\$859,420	FY22 Audited				
<b>Long-term Assets</b>	<b>\$3,935,036</b>					
<b>Total Assets</b>	<b>\$6,566,056</b>					
<b>Total Liabilities &amp; Net Assets</b>						
<b>Current Liabilities</b>						
2111 ACCOUNTS PAYABLE-	\$0					
<b>Long-term Liabilities</b>						
2121 LOAN PAYABLE (3.07% rate)	\$876,498	F34				
General Payable						
<b>Total Liabilities (Current &amp; Long-Term)</b>	<b>\$876,498</b>					
<b>Net Assets - Fund Balance</b>						
Beginning net asset balance - July 1	\$5,534,019	FY22 Audited				
Change in net assets	149,433.42	P&L Budget to Actual tab				
Add capital expenses YTD	\$0	P&L Budget to Actual tab				
Add back YTD principal payments	\$6,106	X				
<b>Ending Net Assets</b>	<b>\$5,689,559</b>					
<b>Total Liabilities &amp; Net Assets</b>	<b>\$6,566,056</b>					

<b>Loan/Note Payable Details</b>		2022-2023	
Ending June 30, 2022 Balance		882,604	
Principal payments YTD	\$ 6,106	X	P&L Budget to Actual tab
Ending Principal Balance	<u>\$ 876,498</u>		

July 2023

Revenues	Budget	Month	YTD Actual	Expected YTD
Prop C	643,500	99,157	99,157	53,625
State Funds	7,027,370	553,089	553,089	585,614
Federal Funds	2,184,992	36,272	36,272	182,083
Donations and Grants	573,507	4,508	4,508	47,792
Other Revenue	15,000	37	37	1,250
Investment Income	74,060	201	201	6,172
<b>Total Revenues</b>	<b>10,518,429</b>	<b>693,264</b>	<b>693,264</b>	<b>876,536</b>
Expenses	Budget	Month	YTD Actual	Expected YTD
ES and MS Salaries and Benefits	3,503,093	27,210	60,539	291,924
Special Education Salaries and Benefits	299,857	6,180	6,180	24,988
All Other Instructional Expenses	326,750	53,581	20,252	27,229
Student Activities	33,376	0	0	2,781
Student Services	349,498	98,157	31,143	29,125
Instructional Staff Support	482,880	67,916	67,916	40,240
General Admin and Central Services	984,923	123,080	123,080	82,077
Building Administration	865,011	80,498	80,498	72,084
Operation of Plant	975,042	114,145	114,145	81,254
Transportation	584,532	33,419	33,419	48,711
Food Service	356,782	1,743	1,743	29,732
ECC and Afterschool Academics	258,315	1,948	1,948	21,526
Facility Acq. And Construction	0	0	0	
Debt Service: Interest & Principal	98,440	8,203	8,203	8,203
<b>Total Expenses</b>	<b>9,118,498</b>	<b>616,081</b>	<b>549,067</b>	<b>759,875</b>

Change in Net Assets	1,399,931	77,184	144,198	116,661
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<b>Notes:</b>
<b>All Other Instructional Expenses: Summer school, supplies, and services related to instr</b>
<b>Instructional Staff Support: Professional Development, Instructional Coaches, Curriculum Coordinator</b>
<b>General Admin and Central Services: Executive Director, Finance Director, Accountant, Development director,</b>
<b>Building Administration: School Secretary, Asst. Principals, and Principals</b>
<b>Operation of Plant: Facility Manager, Janitors, Building Supplies, Cleaning Supplies, Repairs and Maintenance, Utilities, Property Insurance, Security, Equipment</b>
<b>Communitis Services: Teachers and Staff related to ECC</b>

**North Side Community School**  
**Cash Flow Monthly Rollforward**  
July 2023

		Beginning Cash	Revenues	Expenses	Investment (new)/maturity	Ending Cash	
MTD Jul 2023		2,481,587	693264	(543,831)		2,631,020	A ties to bank rec
MTD August 2023	A						B ties to bank rec
MTD Sept. 2023	B						C ties to bank rec
MTD Oct. 2023	C						D ties to bank rec
MTD Nov. 2023	D						E ties to bank rec
MTD Dec. 2023	E						F ties to bank rec
MTD Jan. 2024	F						G ties to bank rec
MTD Feb. 2024	G						H ties to bank rec
MTD Mar 2024	H						I ties to bank rec
MTD Apr 2024	I						J ties to bank rec
MTD May 2024	J						K ties to bank rec
MTD Jun 2024	K						ties to bank rec

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North Side Community School  
 July Check Register

<u>Check Number</u>	<u>Check Date</u>	<u>Entity Name</u>	<u>Amount</u>	
1201	07/13/2023	UHS Premium Billing	41,148.36	Health Premiums
11712	07/31/2023	Public School Retirement System	19,044.81	Retirement Contribution
11713	07/31/2023	Public School Retirement System	18,897.85	Retirement Contribution
11699	07/19/2023	Oxi Fresh of St. Louis	18,000.00	Cleaning Service
11701	07/20/2023	The Third Baptist Church of St. Louis	16,666.66	Lease Payment
1206	07/31/2023	Lyn-Hils Cleaning Service, INC.	12,240.00	Floor Scrape and Wax Services
1208	07/27/2023	SCI Engingeering, Inc.	8,250.00	
1217	07/11/2023	WEX Bank	7,363.30	
1218	07/11/2023	Accident Fund	5,038.50	
1242	07/13/2023	Anne Miller Educational Consulting, LLC	4,250.00	
1238	07/25/2023	Home Depot Credit Services	3,315.28	
1209	07/13/2023	Susan Hladky	3,031.25	
1200	07/03/2023	Delta Dental of Missouri	2,852.20	
1202	07/31/2023	Delta Dental of Missouri	2,852.20	
1243	07/21/2023	Mutual of Omaha	2,795.95	
1223	07/02/2023	Ameren Missouri	2,009.54	
11700	07/20/2023	Clayton Imperial Painting Co.	1,600.00	
1219	07/24/2023	CAM Print Incorporated	1,563.70	
11705	07/21/2023	The Landscape Pros, Inc	1,462.63	
1222	07/02/2023	Ameren Missouri	1,456.54	
1196	07/27/2023	UniFirst Corporation	1,209.41	
11696	07/14/2023	Sagarath Folkes	1,070.46	
11704	07/21/2023	Ginger Lockett	900.00	
1240	07/27/2023	Paylocity	855.35	
11695	07/14/2023	Kingston Messiah	836.40	
11708	07/31/2023	Augustus E. Brooks	779.44	
1233	07/28/2023	Waste Management	777.12	
11697	07/14/2023	Augustus E. Brooks	752.91	
11694	07/14/2023	Chase Messiah	747.33	
1225	07/26/2023	Ameren Missouri	733.28	
1213	07/29/2023	Wells Fargo	730.71	
1234	07/28/2023	Waste Management	724.67	
1235	07/28/2023	Waste Management	635.17	
1239	07/27/2023	Funtime Funktions	597.02	
1241	07/21/2023	Office Depot	593.40	
1199	07/03/2023	Advantica	431.59	
1203	07/31/2023	Advantica	431.59	
1207	07/14/2023	Midwest Transit Equipment, Inc	354.64	
1244	07/24/2023	Ameren Missouri	350.00	
1236	07/12/2023	Metropolitan St. Louis Sewer District	289.77	
1216	07/18/2023	Charter Communications	279.94	
1224	07/14/2023	Ameren Missouri	251.67	
11709	07/31/2023	Chase Messiah	203.76	
11710	07/31/2023	Kingston Messiah	203.76	
1237	07/12/2023	Metropolitan St. Louis Sewer District	113.22	
1231	07/31/2023	Spire	110.42	
1210	07/22/2023	Sprint	105.17	
1215	07/20/2023	Charter Communications	67.55	
1230	07/31/2023	Spire	65.27	
1229	06/27/2023	Spire	64.14	
1228	07/31/2023	Spire	56.23	
1245	07/31/2023	Spire	55.10	

North Side Community School

July Check Register

<u>Check Number</u>	<u>Check Date</u>	<u>Entity Name</u>	<u>Amount</u>
1212	07/17/2023	Rottler Pest & Lawn SOLUTIONS	53.00
1232	07/18/2023	Spire	52.84
1220	07/28/2023	Ameren Missouri	51.28
1226	07/31/2023	Spire	46.08
1227	07/31/2023	Spire	46.08
1221	07/02/2023	Ameren Missouri	14.19

North Side Community School			
Balance Sheet - Consolidated w/ FA and Note Payable			
June 2023			
<b>Total Assets</b>			
<b>Current Assets</b>			
1111 CASH IN BANK	\$280,937		
1112 Sweep Account	\$200,000		
1143 US Treasury Bills	\$2,000,000		
1132 PETTY CASH	\$650		
Total Cash	\$2,481,587		
Current Assets	\$2,481,587		
<b>Long-term Assets</b>			
1510 Land	\$450,400	FY22 Audited	
1511 Improvements Other Than Buildings	\$979,770	FY22 Audited	
1521 Buildings and Remodeling	\$3,140,626	FY22 Audited	
1540 Equipment	\$152,904	FY22 Audited	
1542 Classroom Instructional Apparatus	\$0	FY22 Audited	
1544 School Buses	\$0	FY22 Audited	
1549 Other (Accumulated Depreciation)	-\$859,420	FY22 Audited	
Long-term Assets	\$3,864,280		
<b>Total Assets</b>	<b>\$6,345,867</b>		
<b>Total Liabilities &amp; Net Assets</b>			
<b>Current Liabilities</b>			
2111 ACCOUNTS PAYABLE-	\$0		
<b>Long-term Liabilities</b>			
2121 LOAN PAYABLE (3.07% rate)	\$811,848	F34	
General Payable			
<b>Total Liabilities (Current &amp; Long-Term)</b>	<b>\$811,848</b>		
<b>Net Assets - Fund Balance</b>			
Beginning net asset balance - July 1	\$5,109,464	FY22 Audited	
Change in net assets	297,537.09	P&L Budget to Actual tab	
Add capital expenses YTD	\$56,263	P&L Budget to Actual tab	
Add back YTD principal payments	\$70,756	X	
<b>Ending Net Assets</b>	<b>\$5,534,019</b>		
<b>Total Liabilities &amp; Net Assets</b>	<b>\$6,345,868</b>		

Loan/Note Payable Details		2022-2023	
Ending June 30, 2022 Balance		882,604	
Principal payments YTD	\$ 70,756	X	P&L Budget to Actual tab
Ending Principal Balance	\$ 811,848		



June 2023

<b>Revenues</b>	<b>Budget</b>	<b>Month</b>	<b>YTD Actual</b>	<b>Expected YTD</b>
Prop C	645,358	51,753	717,252	645,358
State Funds	6,340,362	528,374	6,193,485	6,340,362
Federal Funds	2,345,145	108,524	2,427,500	2,345,145
Donations and Grants	591,803	85,275	443,807	591,803
Other Revenue	56,000	46	64,970	56,000
Investment Income	9,000	213	7,050	9,000
<b>Total Revenues</b>	<b>9,987,668</b>	<b>774,185</b>	<b>9,854,063</b>	<b>9,987,668</b>
<b>Expenses</b>	<b>Budget</b>	<b>Month</b>	<b>YTD Actual</b>	<b>Expected YTD</b>
ES and MS Salaries and Benefits	3,073,227	101,254	2,902,219	3,073,227
Special Education Salaries and Benefits	376,932	20,470	389,485	376,932
All Other Instructional Expenses	683,377	168,413	793,764	683,377
Student Activities	27,000	157	29,281	27,000
Student Services	445,706	80,656	408,883	445,706
Instructional Staff Support	297,776	33,182	270,009	297,776
General Admin and Central Services	1,014,863	65,562	1,069,560	1,014,863
Building Administration	937,107	67,055	905,486	937,107
Operation of Plant	1,236,711	81,219	1,193,490	1,236,711
Transportation	678,226	213,426	755,703	678,226
Food Service	376,621	38,061	477,671	376,621
ECC and Afterschool Academics	248,835	19,255	262,534	248,835
Facility Acq. And Construction	0	0	0	0
Debt Service: Interest & Principal	98,440	8,203	98,440	98,440
<b>Total Expenses</b>	<b>9,494,821</b>	<b>896,911</b>	<b>9,556,526</b>	<b>9,494,821</b>

Change in Net Assets	492,847	-122,726	297,537	492,847
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<b>Notes:</b>
<b>All Other Instructional Expenses: Summer school, supplies, and services related to instr</b>
<b>Instructional Staff Support: Professional Development, Instructional Coaches, Curriculum Coordinator</b>
<b>General Admin and Central Services: Executive Director, Finance Director, Accountant, Development director,</b>
<b>Building Administration: School Secretary, Asst. Principals, and Principals</b>
<b>Operation of Plant: Facility Manager, Janitors, Building Supplies, Cleaning Supplies, Repairs and Maintenance, Utilities, Property Insurance, Security, Equipment</b>
<b>Communitis Services: Teachers and Staff related to ECC</b>

**North Side Community School**  
**Cash Flow Monthly Rollforward**  
June 2023

		Beginning Cash	Revenues	Expenses	Investment (new)/maturity	Ending Cash	
MTD Jul 2022		2,184,054	668,698	(411,013)		2,441,738	A ties to bank rec
MTD August 2022	A	2,441,738	599,543	(708,901)		2,332,380	B ties to bank rec
MTD Sept. 2022	B	2,332,379	679,649	(482,821)		2,529,207	C ties to bank rec
MTD Oct. 2022	C	2,529,207	883,833	(820,461)		2,592,579	D ties to bank rec
MTD Nov. 2022	D	2,592,579	736,111	(805,184)		2,523,506	E ties to bank rec
MTD Dec. 2022	E	2,523,506	1,231,932	(787,754)		2,967,685	F ties to bank rec
MTD Jan. 2023	F	2,967,685	128,036	(796,675)		2,299,046	G ties to bank rec
MTD Feb. 2023	G	2,299,046	1,423,081	(1,034,229)		2,687,898	H ties to bank rec
MTD Mar 2023	H	2,687,898	643,796	(825,440)		2,506,254	I ties to bank rec
MTD Apr 2023	I	2,506,254	1,498,415	(855,007)		3,149,663	J ties to bank rec
MTD May 2023	J	3,149,663	586,783	1,199,146		2,537,299	K ties to bank rec
MTD Jun 2023	K	2,537,299	774,185	(829,897)		2,481,587	ties to bank rec

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North Side Community School  
June Check Register

<u>Check Number</u>	<u>Check Date</u>	<u>Entity Name</u>	<u>Amount</u>	
11698	06/30/2023	Midwest Transit Equipment, Inc	163,240.00	Bus Leases
11702	06/30/2023	Public School Retirement System	36,724.76	Retirement Contribution
1182	06/13/2023	UHS Premium Billing	35,641.60	Medical Premiums
1205	06/30/2023	Martin Brothers	24,613.73	Food Supplies
11703	06/30/2023	Public School Retirement System	16,683.51	Retirement Contribution
11658	06/01/2023	The Third Baptist Church of St. Louis	16,666.66	Lease Payment
1159	06/30/2023	Amplify	15,960.20	Curriculum
11671	06/14/2023	Beyond Words	15,637.50	Student Services
1157	06/30/2023	McGraw-Hill LLC	15,221.88	Curriculum
11682	06/14/2023	Really Good Stuff	10,853.87	Supplies
11677	06/14/2023	Houghton Mifflin	10,834.84	Curriculum
11684	06/14/2023	Soaring Heights Pyscoeducation Assessments	9,100.00	
1195	07/21/2023	Amazon Capital Services	7,123.17	
11706	06/30/2023	HKW Architects	6,680.28	
1187	06/30/2023	Wells Fargo	4,959.92	
1155	06/20/2023	Newsela, Inc.	4,387.50	
11670	06/14/2023	B and B Tree and Landscapes LLC	4,350.00	
11660	06/09/2023	St. Louis Protection Security Service	4,162.50	
1190	06/29/2023	Kuna Foodservice	3,678.45	
11681	06/14/2023	Raptor Technologies	3,566.00	
1192	06/09/2023	Mutual of Omaha	2,795.95	
1193	06/09/2023	Mutual of Omaha	2,795.95	
1204	06/30/2023	Martin Brothers	2,175.87	
11689	06/30/2023	Sagarath Folkes	2,003.90	
11662	06/13/2023	CJ's Delivery	1,820.00	
11692	06/23/2023	St. Louis Protection Security Service	1,762.50	
11676	06/14/2023	Frank Florence	1,450.00	
1156	06/20/2023	Power School Group LLC	1,380.00	
11668	06/15/2023	Sagarath Folkes	1,264.21	
1163	06/14/2023	Ameren Missouri	1,187.02	
1194	06/06/2023	Office Depot	1,123.08	
1175	06/28/2023	Waste Management	1,023.45	
11685	06/14/2023	Star Vacuum	933.49	
1162	06/12/2023	Ameren Missouri	922.58	
1181	06/21/2023	Kona	871.75	
11667	06/15/2023	Augustus E. Brooks	862.47	
11688	06/30/2023	Augustus E. Brooks	795.07	
1176	06/28/2023	Waste Management	744.87	
1186	06/28/2023	Wells Fargo	730.71	
11687	06/16/2023	Danielle Ellis	663.43	
1177	06/28/2023	Waste Management	637.71	
11669	06/14/2023	AGParts Worldwide, Inc.	562.20	
1191	05/29/2023	Kuna Foodservice	540.26	
1165	06/27/2023	Ameren Missouri	540.04	
11672	06/14/2023	Central District Alarm, Inc	500.10	
1180	06/28/2023	Kathleen Voigt	493.08	
11679	06/14/2023	Mike Martin Media LLC	320.00	
1178	06/08/2023	Metropolitan St. Louis Sewer District	284.42	
1189	06/20/2023	Charter Communications	279.94	
11707	06/30/2023	Health Commissioner of the City of St. Louis Food	275.00	
11664	06/15/2023	Kingston Messiah	264.16	
11665	06/15/2023	Chase Messiah	264.16	
1164	06/15/2023	Ameren Missouri	252.04	
11675	06/14/2023	Debra Kriege	250.84	
11674	06/14/2023	Communications Technologies, Inc	250.00	
11673	06/14/2023	Central States Bus Sales, Inc.	227.30	
11663	06/15/2023	Marqua McGull-Billingsley	207.79	
11680	06/14/2023	Plumbers Supply	199.06	

North Side Community School  
June Check Register

<u>Check Number</u>	<u>Check Date</u>	<u>Entity Name</u>	<u>Amount</u>
1174	06/21/2023	Spire	157.31
11666	06/15/2023	John Vance	151.41
1183	06/22/2023	Sprint	147.24
1171	06/27/2023	Spire	121.71
1179	06/08/2023	Metropolitan St. Louis Sewer District	107.87
11683	06/14/2023	Show-Me Curriculum Administrators Association	80.00
1170	06/27/2023	Spire	66.40
1169	06/27/2023	Spire	64.14
1188	06/21/2023	Charter Communications	63.50
1173	06/30/2023	Spire	58.49
1168	06/27/2023	Spire	57.37
1184	06/05/2023	Rottler Pest & Lawn SOLUTIONS	53.00
1185	06/21/2023	Rottler Pest & Lawn SOLUTIONS	53.00
1160	06/29/2023	Ameren Missouri	51.46
1166	06/27/2023	Spire	47.21
1167	06/27/2023	Spire	46.08
11678	06/14/2023	Laclede Cab Company	14.50
1161	06/12/2023	Ameren Missouri	14.06

**Development Committee Meeting: August 2, 2023 (Canceled)**  
**Board Meeting: August 8, 2023**  
**Contents**

- I. Development
  - A. 2023-2024 Funding Summary
  - B. Grant Update
  - C. Grant Calendar Update
  - D. Donor Relations
  - E. Top Golf Event
  - F. Gala Venue Selection
- II. Marketing & Communications
  - A. Back-to-School Bash
  - B. Knights Harvest Spirit Week
  - C. Anti-Bullying Week
  - D. Website (Board Page)

**2023-2024 Funding Summary**

<b>Fund Type</b>	<b>Goal</b>	<b>YTD</b>	<b>Loss/Gain</b>
<b>Fundraisers</b>	\$200,000	\$0	-\$200,000
<b>Corporate &amp; Individual Donations</b>	\$150,000	\$10,508	-\$139,492
<b>Grants</b>	\$700,000	\$14,000	-\$686,000
<b>Total</b>	<b>\$1,050,000</b>	<b>\$24,508</b>	<b>-\$1,005,492</b>

## Grant Update

### Grant Requested Submitted & Pending to Date

Grant Maker	Amount Requested	Purpose
The Mockingbird Foundation	\$6,000	Music Equipment
STL Mental Health Board	\$60,000	After School Program
P Buckley Moss Foundation for Children's Education	\$1,000	Art Supplies
Gateway Children's Charity	\$30,000	PreK Capacity Building
DESE MOQPC Pre-K Grant	\$60,000	PreK Supplement
Pershing Foundation	\$20,000	General Operating
BJA Stop Grant	\$985,762	Security Measures
OJJDP Stop Grant	\$978,973	Security Measures
COPS STOP Grant	\$243,032.50	Security Measures
STL Blues- Blues for Kids	\$50,000	Program Support
Old Newsboys	\$3,000	Supplies- Middle School
Bellwether	\$20,000	Science Curriculum
Boniface Foundation	\$60,000	ECC Development
Vatterott Foundation	\$10,000	Curriculum Support
<b>Total</b>	<b>\$2,527,767.50</b>	

### Grants Awarded

Grant Maker	Amount Requested	Amount Awarded	Purpose
The Saigh Foundation	\$10,000	\$10,000	Library Development
ITEF Lean into Learning Grant	\$4,000	\$4000	Professional Development
<b>Total</b>	<b>\$14,000</b>	<b>\$14,000</b>	

**Grants Requests In Progress/ To Be Submitted**

<b>Grant Maker</b>	<b>Amount Requested</b>	<b>Purpose</b>
SC Johnsons Foundation	\$50,000	"More Opportunity"
Kids Need To Read	\$20,000	Library Development
Pets In The Classroom	\$300	Class Pets/ Education Development
Brinker International Charitable Grant	\$2500	General Operating
Lorrie Otto Seeds For Education	\$300	Garden Development
<b>Total</b>	<b>\$73,100</b>	

**Grants Not Awarded**

<b>Grant Maker</b>	<b>Amount Requested</b>	<b>Amount Awarded</b>	<b>Purpose</b>
Cinga	\$10,000	\$0	Mission STL Partnership
Incarnate Word	\$10,000	\$0	General Operating
Emerson Grant	\$30,000	\$0	Gala Sponsorship
Youth Bridge Capacity	\$7,500	\$0	Strategic Planning
<b>Total</b>	<b>\$57,500</b>	<b>\$0</b>	