



Monarca Academy School Site Evaluation 2023 Second Year

Prepared For: Office of Education Innovation, Office of the Mayor, City of Indianapolis & Monarca Academy School

Site Visit Date: October 25th & 26th, 2023

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School Background (Data source:)

Monarca Academy is currently serving grades 6th and 7th, college and career readiness community school that uses the Latin@ and immigrant experience as a catalyst to foster the academic achievement, cultural responsiveness, perseverance, and self-determination needed to be a leader in Indiana and beyond. Monarca Academy is an environment of identity formation, intersectionality, and anti-racist development that empowers students and staff socially and emotionally to become agents of change in our diverse society.

Source: <https://monarcaacademy.org/>

Mission Statement: Monarca Academy’s mission is to have a community of academic excellence that sparks innovation and creates opportunities. MA states the students' steps to success within the school is through the values of perseverance (ganas), pride (orgullo) and community (comunidad).

Source: <https://monarcaacademy.org/>

Academic Program

At Monarca, students are on an 8-hour class schedule including all core subjects (English, Math, Science, Social Studies) as well as Ethnic Studies, and *Flex* period, in which all students receive instruction and intervention. Students are also given instruction in the Visual Performing Arts. Monarca collaborates with community partners through LAMP (Latin America Mentoring Program) out of Global Village to lead their VPA programs. Students are able to choose their VPA classes through student surveys administered by Exec. Director, Francisco Valdiosera; classes include (Capoeira, Baile Folklorico, Art, Music with Pale Palenco) Monarca Academy strives to create a positive and inclusive learning environment where students can grow academically, socially, and emotionally. At Monarca, cultural, historical and restorative practices are also a key component to the curriculum in which instructors, students and families are knowledgeable on the educational efforts of the school

Monarca Academy offers a 6th and 7th academic program with the following curriculum:

Open-Up Math/Illustrative- Math

Fishtank Learning- ELA

School Created Curriculum that aligns to year-long and State standards- Science and Social Studies

-Contains essential questions, standards, unit projects, assessments and tentative pacing.

Source: *Monarca Academy Leadership Interview and documentation*



Student Demographics

GRADE LEVEL	6th	7th	Total
Enrollment	22	79	101
Race/Ethnicity	Latino - 19 African American -3 White - 17 Asian - 0	Latino - 72 African American - 9 White - 65 Asian- 0	Latino -91 African American -12 White - 82 (all white, Hispanic) Asian - 0
Special Education	0	5	5
English Language Learners	14	56	70
Free/Reduced	22	79	101

Source: Monarca Academy Leadership Interview

Historical Performance

Academic Performance Data

Include at least 2 years of academic performance data in the following areas where applicable: **No RDA workbook on IDOE**

Grades 3-8 English/Language Arts Proficiency (ILEARN) - 2023 Proficiency: 21%

ILearn- ENG/LANG.ARTS	2022
Total	21%

Grades 3-8 Math Proficiency (ILEARN) - 2023 Proficiency: 10%

ILearn- Math	2022
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Total	10%
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Attendance Data

Attendance (overall rate)	2022-2023	2023-2024 (End of first semester)
Total	90%	95%

Source: Monarca Academy Leadership Documentation

Discipline Data

- *Historical suspension and expulsion data - 0 suspensions and 0 expulsions*
- *Year-to-date discipline data - 0 suspensions and 0 expulsions*



OEI Ratings Summary

Core Question 4: Is the school providing the appropriate conditions for success?

Core Question 4 is measured using a rubric for each sub-indicator. Each level of the rubric has an assigned point value such that each indicator has a maximum amount of points possible. This maximum amount is used to determine an overall rating on each indicator. Point values of sub-indicators and an indicator ratings summary can be found below.

Sub-indicator Point Values	
Planning	1 point
Emerging	2 points
Implementing	3 points
Sustaining	4 points

ELC ¹The Evaluation Team reviewed several artifacts provided by Monarca Academy as well as conducted interviews with school leaders and teachers.

Indicator Ratings Summary	
Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

¹ EduLove Consulting

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Core Question 4: Is the school providing the appropriate conditions for success?	Finding
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?	Meets Standard
24.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12	N/A for secondary use only.
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Approaching Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6. Is the school’s mission clearly understood by all stakeholders?	Meets Standard
4.7. Is the school climate responsive to the needs of students, staff, and families?	Exceeds Standard
4.8. Is ongoing communication with students and families clear and helpful?	Exceeds Standard
4.9. Do the school’s special education files demonstrate that it is in legal compliance and is implementing best practice?	Meets Standard
4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Exceeds Standard

² 4.3 is for secondary use only.

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4.1. Does the school have a high-quality curriculum and supporting materials for each grade?

Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- **Leadership Interview**
- **Monarca Data Structures**
- **Data Meeting Agenda 9/5 & 10/16**
- **Pacing Guides and Curriculum**
- **Focus Groups- Teachers**
- **Curriculum/Standards Map**
- **Classroom Observations**
- **Lesson Internalization Template**
- **Lesson Plans (collected on site as part of observations)**
- **Monarca Learning and Development Artifact**

Summary of Findings

4.1 a) The curriculum used across all areas is rigorous, evidence-based and aligned with state standards.

*Summary of area

Teachers use a curriculum for each subject that aligns with Indiana State Standards. For 6th and 7th grade math teachers use Open-Up Math/Illustrative Math along with the annual scope and sequence pacing curriculum map. Fishtank Learning is the curriculum used for 6th and 7th grade ELA with year-long overarching course goals (non-standard based) alongside the year-long major standards. Nysewander is used for 6th and 7th grade Science and Social Studies Curriculum with the year-long standards, essential questions and the annual pacing guide. 7th grade Social Studies consists of ten standard-based units with objectives and an annual calendar for pacing, however, units 8-10 are not completed with objectives and standards.

Alongside the core academic curriculum, teachers implement foundations that allow students to be challenged as they learn new material. For example, in a classroom observation, alongside the Science curriculum, the teacher implements SIOP training strategies to challenge multilingual learners. Multilingual students are placed in small teacher-led groups and administered language strategies to bridge the barrier and also learn grade level content. In teacher interviews, instructors have stated the implementation of best practice teaching strategies in math that allow students to think and strategies by working at the boards. For example mini lessons at the beginning of class and then move to small group work. Students in observations were seen challenged in small groups as they worked

*Monarca Academy has provided the *Pacing Guides and Curriculum* artifact that outlines the school-wide curriculum along with the alignment to State standards and implementation and execution resources.

4.1 b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.

*Summary of area

Monarca teachers meet weekly by grade level to discuss content (“what does the student know”) and planning regarding data and assessment in the following groups: 6th/7th Math Co-planning and 6th/7th ELA Co-planning. Also, grade level meetings occur weekly for Math and ELA with administration. The Special Ed team also meets bi-weekly to discuss instruction and appropriate accommodations in instruction with administration as well. In addition, quarterly checkpoints are created to analyze proficiency using ³ClearSight with alignment to Monarca pacing. The *Flex* period is also created by subject and grade level teachers to administer interventions to all students. These periods are used as additional support and created with data stemming from daily exit tickets, writing prompts, and weekly analysis of student work. As a reiteration, teachers have selected the student work to discuss and guide planning/data meetings. Teachers have stated this is a trial and error piece as they are looking into seeing what is the best formula for conducting interventions per class and subject during the *Flex* time.

³ *ClearSight* is a digital assessment platform for districts and/or schools to administer adaptive, **interim** assessments and fixed-form, topical, **formative** assessments across grades in ELA, Math, and Science. -<https://clearsight.portal.cambiumast.com/en/resources/clearsight-overview>

⁴Structure of data meetings consist of the following:

- Pre-meeting
- Reflection from previous data
- Focus on Key Understanding and Exemplar
- Centering Equity
- Data Analysis
- Reflection on Instruction
- Considerations about “my instruction” and “to do” adjustments and reflections.

Monarca states the purpose of the data meetings are to ⁴ learn from student’s learning, analyze student work, inform instructional decisions and grow as anti-racist educators.

*Monarca Academy has provided the *Structure of Data Meetings* artifact that outlines that support the findings on curriculum review.

4.1 c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.

**Summary of area*

Administrative walkthroughs are held to ensure that what is presented in professional developments regarding curriculum and pacing is actually implemented in the classroom. Regular check-ins and guidance are administered by leadership for veteran and novice staff to ensure adequate pacing and internalization. For example Monarca strives to keep what “students can do” as a focal point and foundation for learning objectives versus using gaps and deficits to lead instruction. In addition Monarca has provided their Monarca PD Plan for 2023-2024 which also has scheduled professional developments for curriculum reviews. Team and department meetings are held twice a month. Each meeting is structured to be student centered, process driven, asset based and culturally relevant

*Monarca Academy has provided their *Professional Development Plan and Team & Department Meetings Overview* artifacts that outlines their up and coming meetings for this school year regarding curriculum as well as their structure for monthly meetings. Monarca has also provided their *Data Structures* which outlines their daily, weekly, quarterly data focuses along with module assessments.

4.1 d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.

**Summary of area*

⁴ Structure of Data Meetings artifact provided by Monarca Academy.

Monarca Academy has provided year-long pacing guides in 6th and 7th grade ELA, Math, Social Studies, and Science each with unit pacing, State Standards, learning objectives, year-long overarching goals, essential questions, supplemental resources, and cumulative assessment/ tasks. Teachers meet regularly weekly to co-plan by subject area between grade levels: 6th/7th Math Co-Planning , ELA 6th/7th Co-Planning. Teachers have weekly content meetings over data, instruction and implementation. SIOP training is administered to all teachers to be implemented in every classroom. This is present across grade levels and content areas through small group instruction with multilingual learners as well as through translative documents.

Teachers utilize email Google docs, group chats, as a means to collaborate over academics and trends in behaviors. Teachers state they add notes to document behavior, *Flex* goals and academic data in which all communication is shared as living documentation with administration.

*Monarca Academy has provided their *Pacing Guides and Team & Department Meetings Overview* artifact that outlines their up and coming meeting for this school year regarding curriculum

4.1 e) Instructional staff have access to provided materials to deliver the curriculum effectively.

**Summary of area*

Implementation of curriculum is expected in the school. Observations in each class included posted standards aligned with curriculum and lessons taught. SWBAT (Students will be able to do...) are visible in the classrooms along with “I can do” targets.

The 5 Pursuits of Cultural and Historical Responsive Teaching by Gholdie Muhhamad is a large part of developing teachers professionally at Monarca. Teachers stated in interviews that they are equipped with the development skills to consistently utilize classroom time to implement the *5 pursuits* in the lessons and have internalized the effectiveness as a staff. Online curriculum for Math and ELA have assessments embedded; Science and Social Studies are teacher written assessments that consist of

4.1 f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.

**Summary of area*

Monarca utilizes lesson internalization by adopting their high quality resources as their own with student customization. Regarding lesson internalization, Monarca’s teachers meet weekly as content areas to discuss common student misconceptions, activities/tasks, assessments of various lessons. This assists when delivering instruction as well providing opportunities to discuss various elements of the resources to gain instructional cohesiveness. Monarca staff utilizes curriculum assessments to assess students at the end of each unit.

*Monarca has provided a *Lesson Internalization Template* for teachers to ⁵“promote a positive, identity-affirming experience for students.”

Rubric Rating

⁵ Lesson Internalization Template provided by Monarca Academy.



a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.	Implementing
b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	Sustaining
c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	Sustaining
d) The school has a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.	Sustaining
e) Instructional staff have access to provided materials to deliver the curriculum effectively.	Implementing
f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.	Implementing

Strengths

**Highlight overall strengths that align to this indicator*

- 1. Monarca has systematic tools in place for their instructors to deliver quality education that supports the culture of the students. Teachers meet regularly to review and reflect on instruction that best supports their learners from a “student can do” mindset instead of just identifying gaps and deficits. Teachers are also provided with curriculum maps and pacing guides to aid in their planning. The school has well-defined horizontal and vertical alignment which is evident in their weekly subject and grade level meetings. Monarca has regularly scheduled PLC meetings that consist of multiple components that affect learning such as student check-in, family conferencing, building schematics, assessment calendars, etc.*

Opportunities for Improvement

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**Highlight most pertinent gaps*

- 1. Complete curriculum map for Science and Social Studies alongside assessments for both 6th and 7th grade*

Recommended Next Steps

- 1. Monarca Academy is a new school that has room to improve with already meeting the standards of delivering a high quality curriculum. Monarca should continue in growing their language acquisition goals by defining areas that improve student proficiency for their multilingual learners.*

4.2. Are the teaching processes (pedagogies) consistent with the school’s mission?

Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

*

Data/Artifacts Reviewed

- **Monarca Data Structure artifact**
- **Focus Groups- Students**
- **Lesson Internalization Template artifact**
- **Pacing Guides/Curriculum Maps**
- **Sample Lesson Plans**

Summary of Findings

4.2 a) The curriculum is implemented in all classrooms with fidelity.

**Summary of area*

Teachers are using the ELA and Math curriculum provided by Monarca with fidelity across grade level and content areas. Teachers are also meeting weekly to review instruction regarding successes, misconceptions, lesson planning and assessments. Teachers state the plan time is effective because it allows for them to discuss the achievements in delivery and challenges through content and grade level meetings.

*Monarca has provided their *Scope and Sequence* alongside their *Pacing Guides* artifacts for ELA, Math, Science and Social Studies.

4.2 b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.

**Summary of area*

Monarca has provided the staff with a *Lesson Internalization Template* in which teachers can effectively use high-quality resources by making it their “own.” The lesson plan template clearly outlines the resource guidance, review of activities, review of the assessment, envisioning potential responses and lesson plan delivery. Through observations, classrooms were seen in small groups discussing content at grade level with high quality questions. For example, a 7th grade ELA class did a gallery walk and had discussions on the thoughts and perceptions of the individuals working in a sweatshop to further dive into their essential questions.

4.2 c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.

**Summary of area*

Through observations, classrooms were seen in small groups discussing content at grade level with high quality questions. Small groups were identified for the ML population in the classroom. Also, translated documents were seen to better assist ENL students. Monarca pushes for engagement of all students which can only be attained through instructional strategies that suit the needs for their students.

4.2 d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.

**Summary of area*

⁶Students are grouped for flexing based on daily exit tickets, writing prompts and weekly analysis of student work. Teachers provide interventions for students based on weekly content data and planning meetings on Thursdays.

Students are also able to decide their visual performing arts course. Monarca collaborates with community partners through LA MP (Latin America Mentoring Program) and classes include: Capoeira, Baile Folklorico, Art, Music with Pale Palenco alongside a hip-hop pop-locking class offered at Monarca.

In the student focus groups, students stated that the teachers are dedicated to learning and do not focus on trying to remove them from class and that learning was less intimidating at Monarca. Students stated that they are learning community, family and cultures.

4.2 e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.

**Summary of area*

In classroom observations, SIOP strategies were present to assist with language acquisition needs to further assist in learning. Documents are translated in first language for level 1 and 2 students and 2nd language is being encouraged for the output. Small group instruction is being held by teachers to gain more data on what the students know and what students need to gain in order to produce proficiency. Instructional strategies also include consistent classroom management which were present and gave the visual of expectations on the wall, student led discussions alongside engagement. For example, students in 7th grade math were in small groups challenging each other with activities involving radius and diameter.

4.2 f) Instructional practices are intentionally designed to validate and affirm the cultures of students.

**Summary of area*

Student culture is present in each classroom. Students are given visual performing arts classes that connect to their heritage as well as offering exposure for other cultures. For example, in observations, students are seen participating in “hip-hop popping” classes as well as “Capoeira,” a Brazilian resistance Martial Art. Ex. Director Francisco Valdiosera will supplement instruction with a writing component that aligns with the core values of Monarca:

⁶ Monarca Data Structures and Protocol artifact.



Community (Comunidad), Pride (Orgullo), and Ganas (Perseverance). Classroom assignments are translated for the ENL students. Flex time has also been created to provide intervention based on data from ClearSight along with teacher created assessments.

4.2 g) Staff receive explicit feedback on instructional practices on an ongoing basis.

**Summary of area*

Administrators conduct weekly walkthroughs and continuously have check-in conversations to ensure alignment with instruction is present and supports are in place. Evaluation processes are in place that consist of initial self-reflections that will drive the improvement of the staff. In addition weekly meetings with peer teachers produce feedback and actionable steps for teachers as they discuss highs and lows of delivery.

Rubric Rating

a) The curriculum is implemented in all classrooms with fidelity.	Implementing
b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	Implementing
c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.	Implementing
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	Implementing
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	Implementing

*



<p>f) Instructional practices are intentionally designed to validate and affirm the culture of students.</p>	<p style="text-align: center;">Sustaining</p>
<p>g) Instructional practices are intentionally designed to validate and affirm the cultures of students.</p>	<p style="text-align: center;">Sustaining</p>
<p>Strengths</p>	
<p><i>*Highlight overall strengths that align to this indicator</i></p> <ol style="list-style-type: none"> 1. Monarca has systems in place to produce lesson plan internalization. The staff is cohesive which aids in reflectiveness and best practice strategies. Culture is present in every classroom at Monarca through language, visuals as well as the school values. Students are able to appreciate and utilize the school’s mission to strengthen their learning. Students are taking their education as their responsibility as well as trust in the teachers. 	
<p>Opportunities for Improvement</p>	
<p><i>*Highlight most pertinent gaps</i></p> <ol style="list-style-type: none"> 1. <i>Along with living documentation for Data Meetings, create a feedback log for teachers as walkthroughs are conducted.</i> 2. <i>When creating lesson plans, be sure to detail your resources as well as your accommodations for ENL and Spec. Ed.</i> 	
<p>Recommended Next Steps</p>	
<ol style="list-style-type: none"> 1. Internalization is a process that gets better with practice. Teachers starting out have to work this skill until it becomes natural. Continue to push internalization in the curriculum for it to become a second nature skill for all teachers at Monarca. 	



4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?

Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- **Classroom Observations (20 minutes minimum); largely formative assessments**
- **Master Calendar**
- **Master Schedule**
- **Faculty & Staff Handbook**
- **23-24 Assessment Calendar**
- **Data Structures & Protocol**
- **PD Plan 23-24**
- **Learning and Development PD (9/5/2023)**
- **Professional Learning Community/Team Notes(9/14, 9/21, 9/28, 10/19)**
- **MTSS and Support Programming**
- **MTSS Handbook**

Summary of Findings

Teachers engage in weekly data meetings reviewing student work and assessment items aligned to learning standards, thoughtfully reflecting over specific data questions and using the information to inform how they will create and/or select assessments from the approved resources.

4.4 a) Assessments are well-aligned to learning standards.

**Summary of area*

Monarcha Academy utilizes quarterly checkpoint assessments through ClearSight, a digital assessment platform, as well as daily exit tickets, focused exit tickets (flex or intervention periods for select students), and moduled assessments through Thinking Classrooms. Through observations of classrooms, it was evident that students were familiar and accustomed to this routine, given their mastery level, and received adequate support from instructional staff to demonstrate their understanding of materials. Still, not all assessments were fully aligned to learning standards.

4.4 b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.

**Summary of area*

Monarcha Academy's student population is rich and diverse in academic proficiency and language levels, whereas a variety of assessments are needed in order to adequately accommodate and support them and the ways in which they learn. Students were able to demonstrate their understanding of learning objectives verbally, through written form, and mostly through digital formats (teacher created and/or school approved). Further, most of the assessments reviewed were available in English and Spanish, or the student's native language to allow students to immediately comprehend and demonstrate understanding of the content material. This was mostly evident in Ms. Casey's class (ELA/SS) and Mr. Wycliff's class (SCI/Project Lead The Way) during the time of classroom evaluations. Graded student assessments were on display with their varying perspectives written out on Post-It notes in either English or their native language. Select students also having a WIDA score between a 1-2 are also able to engage in 15-minutes of daily, online Phonics development via a certified language specialist/tutor to further promote their development. Finally, the special education director pushes into all classrooms to provide support to the five (5) IEP students, as well as the general student population, without students' knowledge of his particular role so as to promote inclusivity among the student population.

4.4 c) Assessments utilized provide student-level data focused on growth and proficiency.

**Summary of area*

The evaluation team could not readily identify evidence to support assessment data that is primarily focused on growth and proficiency 'consistently' throughout the content areas; however, intentional thought planning and implementation of revised assessments (and even reteaching content specific instruction) are ongoing and evident. Having teachers dedicate time to identify the power standards for each subject, unpack them, and create learning objectives within the scope and sequence of the assessment calendar (as well as the frequency of the type of assessments given) could allow for students to



make academic gains and mastery. Note: ClearSight Assessments are used for data in the Fall, Winter and Spring. Teacher created assessments included Frayer Model Techniques and differentiated project requirements for varied learners.

4.4 d) Assessments are administered with sufficient frequency and results are provided in a timely manner.

**Summary of area*

While the evaluation team did find evidence of assessments administered with sufficient frequency across all content areas, and per the assessment calendar, the timeliness of student data results back to key stakeholders is in question. Per the teacher survey results (October 2023), more than half noted the need for more timely student assessment notification so they could be informed and in turn, analyze assessments to determine the needs of students. The parent survey data is also indicative of a more informed, structured process by which parents receive assessment communication from teachers and/or school administration that is timely.

4.4 e) A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.

**Summary of area*

Teachers meet weekly to analyze and review assessment data across curriculum, as well as participate in individual and collaborative professional development - as indicated in the review of artifacts. While this system allows teachers to make informed decisions on their instruction, approach, and select better items from the approved curriculum data banks, they can benefit from deeper data dives that involve understanding how to incorporate appropriate DOK (depth of knowledge) questions within assessments, offering them with a more informed understanding of student mastery/stagnation, and using this data to better prepare students for assessments (i.e. test taking strategies). Still, parent survey data shows that they believe Monarcha Academy’s teachers are delivering instruction that is challenging to their students.

Rubric Rating

a) Assessments utilized are well aligned to learning standards.	Implementing
b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	Sustaining



<p>c) Assessments utilized provide student level data focused on growth and proficiency.</p>	<p>Implementing</p>
<p>d) Assessments are administered with sufficient frequency and results are provided in a timely manner.</p>	<p>Emerging</p>
<p>e) A system is in place to ensure that assessment data is analyzed across and within subgroups and used to guide decision-making related to instruction and curriculum.</p>	<p>Emerging</p>

Strengths

1. Teachers and school administration alike regularly gather a variety of student data for a collaborative review to determine the students needs and are continually working on ways to strengthen assessments across content areas to drive instruction and promote increased student gains and proficiency.
2. The school’s intentional and active engagement in learning and development PD, as well as following their data protocol, is improving not only the teachers knowledge and application, but further increasing the students’ capacity to learn and grow in proficiency.
3. The intentionality the school administration and teachers have toward a growth mindset, as well as the ‘Growth as AntiRacist Educators’ mindset is directly and positively affecting the approaches taken and routines and practices put in place by teachers to students as it relates to assessment analysis. Students are free to make mistakes, share incorrect answers, or be unable to respond with full coherency without judgment from peers or teachers as the classrooms are seen as a safe place for students. Significant verbal praise and positive talk were evident in the classrooms when students were engaged in learning, reviewing answers together, and/or preparing to take assessments. Teachers are fostering a culture of support and inclusivity, which in turns helps students decrease test anxiety and increase confidence.

Opportunities for Improvement

1. Not all assessments given are aligned to standards across the school. Further, Monarcha has both novice and mid experience teachers who can benefit from unpacking and understanding IDOE standards more clearly, giving focus to establishing power standards for each content area, and how to effectively deliver instruction with correlated/known formative and summative assessments. Establishing a deeper understanding of the role of assessments and their connection to growth and proficiency is key. As the school continues to grow in student enrollment, more intentionality around targeted and effective assessments, both formative and summative, are vital to the growth and proficiency of the multilingual learners.

Recommended Next Steps

1. Deep data dives that are facilitated by school administration with formative and summative artifacts, including student examples, and hosted within the framework of weekly meetings can better help teachers understand where students are and determine next steps.
2. An IC (Instructional Coach) could enhance and improve the effectiveness of assessments and monitored tracking, so that teachers can focus more on unpacking, internalizing, executing, and analyzing assessments to inform their instruction and help students consistently show mastery. This additional hire can play a critical role to lead efforts in curriculum review and instructional oversight, so as to relieve the teachers and principal from multiple but shared responsibilities, to prevent burnout, and sustain teacher retention.
3. Leverage the expertise of the Executive Director to further support those multilingual learners who are at Levels 1 & 2 so that they may experience growth and proficiency on assessments at a rate that is better aligned to the scope and sequence, and with fidelity and consideration of the learner's stage of development.

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?



Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- **Focus Groups- Leadership**
- **Focus Groups- Teachers**
- **One-on-One Interviews with Teachers**
- **Monarca Academy Interview Process Artifact**
- **Monarca Employee SpreadSheet**
- **Monarca PD Plan**

Summary of Findings

4.5 a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.

**Summary of area*

Monarca posts links to all job openings via the main website. The job openings are linked to their primary platform for recruitment, Indeed.com. Additionally, all events are leveraged to serve as a forum for recruitment and enrolling students, and to also actively recruit for needed staff. Monarca also utilizes the Handshake platform to post job openings that are then disseminated across all university platforms. Through Handshake, Monarca is planning to attend hiring fairs hosted by Indiana University Southeast and Valparaiso. Monarca maintains professional networking relationships with Indiana University Indianapolis to serve as references of potential candidates who may align with their model. One additional avenue for recruitment of staff is through collaboration with the Indianapolis Teaching Fellows, which allows Monarca to support teachers new to the profession.

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Monarca Academy's hiring policy consist of 10 steps outlined in the Monaca Academy Interview Process:

1. Applicant submits resume and cover letter
2. Review application for resume and cover letter.
3. Follow-up communication (whether continuing or not) to be sent within 48 hours.
4. Operations team schedules the interview
5. interview the candidate using the interview questions and rubric (*questions and rubric are provided)
6. Leaders determines if the candidate should receive an offer
7. Offer is made via phone or video
8. Operations team generates the offer letter and sends to candidate
9. Candidate signs the offer letter
10. Monarca Leaders send a welcome email with key next steps

4.5 b) Hiring processes are well organized and used to support the success of new staff members.

**Summary of area*

New hires to Monarca are directed to be in professional development training a week before school to go over school mission and discipline policies. All staff are required to go to the beginning of the year for professional development that embodies SIOP training as well as internalizing school policies, lesson planning, and curriculum intemalization. Monarca states that the beginning of the year professional developments consists of the Overview of the 5 Pursuits, Identity Development, Building Humanizing Systems, Flex/Success Vision Setting and Groupings.

4.5 c) Staffing levels adequately allow staff to maximize instructional time and capacity.

**Summary of area*

The Special Ed teacher offers support in math as the TOR as well as the math instructor. The Spec. Ed. teacher does have support in the classroom. Spec. Ed. Teacher plans to accommodate not only IEP learners but ENL students. However, that staff indicated that during Flex time, all students may not get intervention due to scheduling of interventions for Math and ELA during the allotted time.

4.5 d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.

**Summary of area*

Six out of eight staff are certified in the content area. The other two instructors are listed as "in progress" to receive their license . Seven employees are Hispanic/Latinx which increases the amount of bilingual support in the building serving the highest populatio n of students: ENL scholars.

4.5 e) Professional learning opportunities are offered regularly in order to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.

**Summary of area*

Teachers stated that Monarca Academy has an after-school partnership with MerceIndy which administers SIOP training to better implement strategies in the classroom. MerceIndy does provide language acquisition applications for classroom instruction. Training as well as team building and the viewing of discipline policies are administered annually a week before school along with the staff's professional book study of "Dr. Ghody Muhammad's 5 Pursuits of Culturally and Historically Responsive Teaching (identity, skills, intellectualism, criticality and joy)."

This year, teachers are confident that applications will continuously grow as implementation is present. In interviews a teacher noted that in the previous year, English speaking practices for ML were not as present, however now SIOP strategies are seen in the classroom such as ENL learners using sentence stems in English "I noticed.... (and added details in native language). (Also, the translation of documents was present in every classroom). In the interview a teacher noted that professional developments are intimate and in depth with their small number of employees. And that SIOP and the *5 Pursuits* are consistent in lessons across subject areas and grade levels. Teachers can challenge students even more with this foundation created from these professional developments which carry intentionality in the classroom lessons.

Note: Monarca is on IPS's (Indianapolis Public School) professional development day schedule.

4.5 f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.

**Summary of area*

Administration remains present in the classroom to make sure the goals of the professional learning communities are being implemented in the classroom. Language objectives are also being looked at as being a part of the curriculum alongside SIOP. Administration does also view student outcome data around the buy-in of pupils and their engagement. In a teacher interview, it was noted that student positive outcomes were measured as the results of effective and working strategies in the school. Monarca has provided the year-long professional development calendar with topics outlined for school improvement. Also, teachings are having ongoing discussion in regard to the results of unit assessments via ClearSight and/or teacher created.

Teachers weekly meetings included documentation in email, Google Docs, group chats. Teachers consistently and continuously add in their notes regarding behavior ,flex goals, with documentation connected to administration for review.

4.5 g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.

**Summary of area*



Monarca has adapted an equity based teacher-evaluation from another state. This process will be embedded in the daily goals and language of the school towards the school’s improvement goals. The teachers will be able to rate themselves in a reflective manner which will result in administration producing more co-evaluation with staff. At this point, the administration is waiting on additional feedback from teachers to finalize and roll out this evaluation process. Monarca has also provided their teacher Evaluation Rubric as an artifact. This rubric details the evaluation levels (proficiency, exemplary, needs improvement, unsatisfactory); Monarca’s expectation is outlined in the rubric for all instructors to be at a proficient level around the 4 Standards of Teaching:

- **Standard I: Curriculum, Planning, and Assessment**
- **Standard II: Teaching All Students**
- **Standard III: Family and Community Engagement**
- **Standard IV: Professional Culture**

The rubric identifies “all students” and “culturally linguistically sustaining practices” as key focuses of teacher effectiveness to identify historically marginalized students and to affirm student’s whole culture. Monarca has also provided living documents of teacher evaluations which identified two out of their seven instructors as proficient.

Rubric Rating	
a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.	Sustaining
b) Hiring processes are well organized and used to support the success of new staff members.	Sustaining
c) Staffing levels adequately allow staff to maximize instructional time and capacity.	Implementing
d) Faculty and staff are appropriately certified/sufficiently trained in areas to which they are assigned and possess the instructional proficiencies needed for the school population served.	Sustaining



e) Professional learning opportunities are offered regularly in order to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.	Sustaining
f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	Emerging
g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	Implementing

Strengths

**Highlight overall strengths that align to this indicator*

- 1. Monarca Academy has a well-defined hiring and interview process. All teachers have been rehired since last year. Only two teachers remain yet to be certified. Monarca's majority of teachers are bilingual and serve their most notable linguistic needs of ENL scholars. Students are able to get translated text and instruction in real time.*

Opportunities for Improvement

**Highlight most pertinent gaps*

- 1. Look to hire help servicing interventions in the school. Interventions for all students can be push in/ pull out frequently throughout the day.*
- 2. Monarca Academy, although uses ClearSight and teacher created assessments, state assessments/year long assessment data need to be present for review and used as strategic objectives for improvement goals.*
- 3. Evaluation Rubric needs to identify the frequency of evaluations; also create documentation displays the walk-through (informal) data from administration.*



Recommended Next Steps

1. *To assist in intervention and grouping, Monarca Academy should look to hire an instructional coach to effectively assist in the school and to be a resource for instructors along with creating interventions for the school's population.*

4.6. Is the school's mission clearly understood by all stakeholders?

Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% for the total overall points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- **Classrooms**
- **Bulletin boards**
- **Hallways**
- **Community Meeting (Scholars & Staff)**
- **Focus Groups (Board of Directors)**
- **Parent Survey Results (10/2023)**
- **Teacher Survey Results (10/2023)**
- **Student and Family Handbook (2023-24)**
- **Staff Handbook (2023-24)**

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- **Community MOU- Stand for Children**
- **Recruitment And Community/Family Engagement Plan for Monarca Academy 2023-2024**

Summary of Findings

4.6 a) Procedures are in place for assessing all stakeholder’s perceptions, knowledge, and commitment to the intentions of the school’s mission.

**Summary of area*

Monarcha Academy’s mission is widely known and visible throughout several areas of the school, including bulletin boards, hallway displays, classroom posters, and even through student artwork. Students show their understanding of the mission through classroom discussions and reflection. School administrators distribute surveys to teachers and parents that inform them of strengths, areas of improvement, and gaps that exist. Monarca is working in collaboration with the Board of Directors to begin plans to effectively implement better ways to ensure all key stakeholders are actively engaged and supporting the school’s mission. Further, Board Members shared that they plan to seek out additional, meaningful partnerships for the school that align with the three pillars to further support and push the mission.

4.6 b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school’s mission.

**Summary of area*

Monarca has created a partnership North Park Community Credit Union to promote financial wellness to the employees, family and students by offering a free savings and checking account with financial education resources. Monarca also identifies The Stand For Children Agency as a partnership and has provided Memorandums of Understanding for the outlining of each stakeholder relationship with the school. Along with such relationships, Monarca has created a community engagement and recruitment schedule that also outlines the school’s efforts to recruit and maintain its presence in the community. Past events have included canvassing the neighborhood and parent nights. Currently Monarca has partnered with college students, businesses, community leaders (elementary principals) to secure social media communications and aid in enrollment.

Rubric Rating

a) Procedures are in place for assessing all stakeholder’s perceptions, knowledge, and commitment to the intentions of the school’s mission.

Implementing



<p>b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school’s mission.</p>	<p>Sustaining</p>
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Strengths

1. Parent Survey results: 46 Spanish-speaking parents/guardians and 1 English speaking parent/guardian submitted the survey, which represents almost 100% of their total student enrollment. Parents/guardians answered specific scaled and free response questions related to the ir child(ren)’s academic classes and school supports. Overwhelmingly, parents are satisfied with the communication shared (and frequency) and various support provided about their student. The survey results also show the parents would recommend the school to other parents. While just 52% of Spanish speaking parents strongly agree that their child(ren)’s classes are challenging, the data suggests that parents do believe their students are making academic progress and have an open and positive relationship with the school.
2. The teacher survey results show that 83% of the instructional staff took and submitted the fall survey (5 of 6 teachers). The data suggest that teachers feel supported, receive adequate feedback, professional development and training to effectively deliver instruction with fidelity and authenticity, while centering the students' individuality and building their capacity to learn in safe classroom spaces that are free of judgment.
3. Monarcha Academy students engage in weekly community meetings with staff to reflect on their academic progress, social-emotional well being, give positive shout outs (aligned to the mission), and give feedback to the staff on academic and non-academic topics.

Opportunities for Improvement

1. Currently, Monarcha Academy does not have a student(s) and/or parent(s) that are engaged and/or serving on the Board of Directors. Further, there is no active PTA and/or parent auxiliary group. Given the information shared by the Board of Directors in their focus group, this is a major opportunity for improvement, given the school administration’s focus to grow and retain the student demographic within an already competitive school environment (i.e. multiple education entities who recruit and serve the same student demographic). Further, this gap that was named, Board Members are fully aware of, and in support of improving. Board members seemed excited and anxious to start developing plans to engage students and parents and said that they have a great relationship with the school administration to help in this effort. Recruiting students and parents to the Board will help to increase the school’s visibility and awareness in the community, which has a heavy concentration of multilingual learners and residents, and will also help to increase retention and sustainability, as students and parents are key stakeholders who can positively impress upon the school’s goals and reflect the vision of the school in the community.

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- Survey data from teachers also show a need for school administration to consider a more effective system of communication, concerning students' academic and non-academic reports, and for that communication to be distributed more timely to ensure teachers are able to properly and efficiently address parents and keep them informed. Further, data also suggests a concern around the internalization and delivery of multiple content areas to meet the needs of learners at each grade level and the potential burnout that may arise as the student population continues to grow. Monarca Academy's executive director named that steady growth model calls for an expansion of middle school (in each cohort); therefore, consideration to the hiring of additional instructional staff may remedy this concern and allow for teachers to develop more in their expert content area.

Recommended Next Steps

- Recruit students and parents to the Board of Directors, working in collaboration with them to define their role and responsibilities, with intentionality around amplifying their voices and perspectives, to ensure continuous family-school partnerships and active involvement.
- School administration are encouraged to frequently compile data from stakeholders throughout the school year (example: quarterly) to ensure the mission and vision of the school is understood and carried out, school and family partnership and communication is positively transparent and improving, and the primary needs of key stakeholders (i.e. students) are being met with fidelity and intentionality. Engage parents in thought partner conversations, enabling them to identify ways they can push the mission of the school and in turn, empower them and students to become ambassadors for the school.
- Encourage the Board Members to visit the campus on a more consistent basis to develop awareness of administrative areas of need/improvement more readily, offering their support and guidance where needed, and to develop relationships with staff, students and parents alike.

4.7. Is the school climate responsive to the needs of students, staff, and families?

Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.

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Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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Data/Artifacts Reviewed

- **Focus Groups- Student**
- **Leadership Interviews**
- **Teacher Interviews**
- **Multi-tiered Systems of Support artifact**
- **Parent Survey/Interview**

Summary of Findings

4.7 a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.

**Summary of area*

Monarca Academy has provided their Multi-tiered Systems of Support for academics. This system has three core principles: Flexibility, Asset-Based Mindset, and Collaboration. Monarca Academy aims to understand the needs of each system. In observations, Tier one instruction is visible with grade level content and their research based strategies that are implemented in the school, i.e SIOP. Monarca’s strategies for tier one instruction support instruction through cultural responsiveness by directly indirectly immersing language acquisition strategies in the classroom with translated documents, “I noticed” statements along with small group instruction. Monarca Academy identifies the Tier 2 instruction through their *Flex* period which is created for interventions based on weekly content data and planning meetings and also advisory in which additional support is provided for academic, behavioral and social emotional needs. Tier 3 supports for Monarca Academy mimic tier 2 supports with an increase of frequency, push-in and pull-out strategies, and after school activities. Along with the academic support, Monarca is providing powerschool report cards, and communication with parents whose students may be struggling. Note: the communication between teacher and parent can be challenging due to language barrier. Administration communicates areas of growth for students to parents.

As far as behavioral and social emotional supports, teachers and administration concur that restorative circles are happening. Monarca Academy states that 80% of behaviors are preventative. Staff has noted that Principal Sears has started book studies with students who have not upheld the values of the school. In an interview, a teacher noted that he grew resentment of challenging behaviors but the Principal identified and led staff to build forgiving relationships through discussion and growth. Teachers have noted that students are also aware of their effects on the teacher as human beings. A common belief at Monarca is “behavior is communication,” which is seen through restorative practices in each classroom. Administration noted that students have also written on the impacts of challenging behaviors on the class and environment. Monarca Academy protocols consist of the school identifying the problem first and practicing proactive measures to sustain values. I.E. Teachers state that “everyday is a new day” for students.

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It is important to note that Monarca Academy has provided their Monarca Academy Discipline Plan which outlines their restorative strategies which involves positive relationships with students. In the student focused group, students noted that their teachers were non-judgemental and understood when they needed breaks in the *Mindfulness Room*. Students also noted their own pride in the school and how they are able to focus on learning due to teachers “not yelling.”

Monarca Academy uses discipline data in student conversation but with staff first to gain a whole picture due to behaviors that may be seen in other classes. Teachers are collaborating and understanding how to approach and then ask students to acknowledge where the behavior is coming from. Teachers use stems such as “I notice... Do you notice?”

Administration has a goal for every student to be in one circle a week to support being proactive/preventative and decreasing 80% of behaviors. In interviews, teachers stated they create small groups during *Flex* time as well as meeting every Monday in a community circle.

4.7 b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.

**Summary of area*

Head of School, Francisco Valdiosera has identified the need for students to stay within the school. He stated the goal to keep students in schools is for Monarca to serve as a stepping stone and not an obstacle for students. An area that is still a work in progress is quantifying implementation. Monarca would like to practice the protocols to aid in the authenticity. In addition, students are taught school values (pride/orgullo, perseverance/ganas and community/comunidad) to support the care, safety and knowledge. Through observations, the *mindfulness room* represents a room to think and reset for success. This room is a warm setting for students to relieve stress. Students are clearly aware of this support in the school and utilize it as needed.

4.7 c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.

**Summary of area*

Monarca Academy has ongoing Restorative Training for staff; teachers and students have co-created expectations (visible in the classroom-posted). There are reiterations of school values in the classroom and in the audible language of the school. In staff meetings, teachers have noted that they regularly ask for suggestions to keep with the development of strong, positive relationships. Through Google Docs, group chats, emails, teachers share updates on student progress, and tools for success with students who may need improvement in academics, behavioral and social emotional areas.

4.7 d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.

**Summary of area*

Head of school, Francisco Valdiosera administered a survey to parents after the first month of school and second survey after Parent-in-Touch day. Monarca keeps communication with parents through “WhatsApp.” Monarca also regularly gives tours of the school to potential families which supports community



engagement. Monarca has provided the Recruitment and Community Engagement artifact that states the goals for enrollment (200 students for the 2024-2025 school year) and community building as well as outlined the yearly Parent & Community Engagement Activities. This plan outlines the purpose, resources and spaces for the events throughout the year. This aligns with Monarca’s core value of community/comunidad. The survey suggests that Monarca staff understand that the school has high expectations for the students and the school environment is a priority. Also, it suggests that more alignment with evaluations, assessments and instruction can be improved within Monarca. The family survey suggests that communication between the school and families are consistent and can be improved to raise the standard to Monarca’s highest potential across all parents.

Rubric Rating	
a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	Sustaining
b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.	Sustaining
c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	Sustaining
d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	Sustaining

Strengths

**Highlight overall strengths that align to this indicator*

1. Monarca Academy maintains their core values and staff and students are in alignment. The school provides supports for the culture of the students and the building. Students are able to express their needs and wants in a safe place. Students are also given opportunities to reset in the Mindfulness



room which they state is an asset to Monarca. MTSS is structured with timelines with clear defined goals based on research. Restorative practices are represented in the academy through language, goals and preventative measures.

Opportunities for Improvement

**Highlight most pertinent gaps*

1. *Flex* time is created however, the teachers stated they are still adjusting the process so that every student can have interventions in Math and Reading. Communication with parents should be teacher-led alongside administration.

Recommended Next Steps

1. Monarca can embark on hiring an instructional coach to help outline the *Flex* period to best assist with the improvements of the students. Utilize the universal language tools on PowerSchool to assist with communication from classroom to teacher.

4.8. Is ongoing communication with students and families clear and helpful?

Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

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Data/Artifacts Reviewed

- Student Folders
- Students in Classes
- Individual Education Plans
- Teacher Focus Groups
- Leadership Focus Group
- Individual Teacher interviews
- Board interview
- Individual Teacher Interview
- Teacher Lesson Plans
- Individual Executive Director Discussion
- Individual Principal Discussion

Summary of Findings

4.8 a) An active and ongoing system of communication between the school and family members in place.

**Summary of area*

The Executive Director uses Remind/Dojo/Texting platform to facilitate daily communication with parents. Weekly and Monthly communication facilitated by School Messenger/Powerschool. Because of the size of the school, the Executive Director is the person who is primarily responsible for communication with families. There are established relationships with families and the Executive Director, along with the principal, are the two leaders who handle parent communication. Most teachers have little interaction with parents. This is information gained from the teacher interviews. The teachers are responsible for instruction and facilitating progress monitoring and the Executive Director is the one who handles the communication of student progress to parents. The Executive Director is also the leader who facilitates parent and community events.

4.8 b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.

**Summary of area*

The size of the school has allowed tight-knit relationships to form and become established between parents and leadership through phone calls, text messaging, School Messenger, and Powerschool. Teachers who were interviewed confirm that most, if not all of the school to home connection is facilitated by the Executive Director and the Principal. Text messaging is from Leadership to Parents and from Parents to Leadership. Tours are given daily to any parent who requests. Office / Face-to-face meetings are given daily to anyone who requests.

4.8 c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and are as of need.

**Summary of area*



During the teacher interview, the staff noted the challenges that may come from some staff who have minimal communication at times with parents (97% students are Spanish Speakers) Utilizing PowerSchool Universal translating tool was determined to help shift the barrier. However, Monarca collectively executes the following school operations to best support parents with their students:

- PIT Day
- Parent teacher conferences
- Office meetings
- ILP events
- Case Conferences
- School and sporting Events
- After School pickup
- Before school dropoff
- More than 80% of teachers are bilingual and 97% of students are Spanish speakers. Both the principal and the executive Director speak Spanish.

4.8 d) The school’s communication methods are designed to promote family- school partnerships in ways that meet the needs of a diverse set of families.

**Summary of area*

The executive director informed the committee that for many families, texting remains the best means to communicate with mothers and fathers who are working during the day but still want to be informed of their students’ progress. Monarca’s Recruitment and Community Engagement plan along with School Based Family Engagement presents approximately 17 different events in which Monarca has engaged with the community and built relationships. Through the goals and community building, Monarca will strive to increase the recruitment of families and students.

Rubric Rating	
a) An active and ongoing system of communication between the school and family members in place.	Implementing
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	Implementing

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<p>c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.</p>	<p>Sustaining</p>
<p>d) The school's communication methods are designed to promote family- school partnerships in ways that meet the needs of a diverse set of families.</p>	<p>Sustaining</p>
<p>Strengths</p>	
<p><i>*Highlight overall strengths that align to this indicator</i></p> <ul style="list-style-type: none"> ● Leaders have relationships with parents. ● Parents trust leadership. ● Parents know and have access to leadership through texting. ● Leadership uses relationships to leverage against absenteeism, discipline and compliance learning through parent teacher conferences, telephone calls, home visits and text messaging, ● Parents are invited to participate in the board meeting, ● Parents receive a newsletter monthly. ● Parents can come to evening events and PIT Day. ● Leaders and staff communicate with parents during drop off and pick up. ● Teachers use instruction as a tool to communicate goals and objectives with parents. ● Case Conferences as needed or at the parent request. ● Parent letter informing them of their participation in the ESL program. ● Family and evening events. ● Quarterly report cards. ● Progress reports. ● Parents and students receive data from testing. ● Powerschool is used as their Student Information System (SIS). 	
<p>Opportunities for Improvement</p>	



**Highlight most pertinent gaps*

1. Teachers and staff need an expectation of communication with parents. As it stands, not expecting the teachers to facilitate parent phone calls and meetings with students sends a message that teachers are not expected to inform parents.
2. Additionally, with the teacher being the expert in instruction, how accurate is any information the parent is receiving if it is not coming directly from the source?
3. Expecting teachers to be present (at least) gives them a model of your expectation of relationships, professional communication and helps them gauge the amount of information to be given in a parent teacher conference to make a positive impact and change. Without allowing them to be a part of the communication dialogue, we are greatly limiting the ;professional growth and adeptness of oral communication of our teachers greatly.

Recommended Next Steps

1. Calendar of parent teacher events that allow teachers to build relationships with parents and students in a non -threatening fun manner and allows the teacher to lead conversations involving student progress and growth.
2. Communicate all school board meetings to parents for participation by guardians, students and teachers
3. Utilize School messenger and allow the use of the Universal Unified communication texting system that is in Powerschool (features that must be enabled for your school).
4. Frequent use of communication tools: dojo, texting and classroom and school newsletter to parents and guardians
5. Outreach to partnerships for participation and inclusion with SBDM meetings, and include business partnerships and local businesses in the communication so parents can see a school presence in the community in which they live.
6. Facilitate weekly school messenger calls.

4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?

Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
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Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- **Special Education Student Folders**
- **Individual Education Plans**
- **Teacher Focus Groups**
- **Leadership Focus Group**
- **Interview with Special Education Coordinator**

Summary of Findings

4.9 a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.
**Summary of area*

The campus has 5 special education students. The Spec.Ed T.O.R. provides services in class as he instructs in Math. T.O.R. provides push-in ELA and utilizes *Flex* time for additional interventions. The size of the department is served well with a Special Ed Coordinator who also serves as the TOR. Training for Specially Designed Instruction is scheduled to occur more frequently in the 2023-24 school year. Special Ed coordinator receives training and becomes the trainer for additional staff.

4.9 b) IEP plans include student specific goals and plan for ongoing assessment of student progress.
**Summary of area*

At this time, the Special Ed Coordinator provides services to all 5 students in collaboration with the content area teachers. Due to the amount of students that are being provided services in special education, the TOR is able to provide minutes/deliver the schedule of services well.

4.9 c) IEP goals are rigorous and based on state and national learning standards.
**Summary of area*

As stated in 4.9 b, the TOR/Special Education Coordinator serves as a math instructor but also has the flexibility to provide instructional supports to students in the general education setting. All students are inclusion and all are able to access supports with TOR, campus supports and other instructional

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supports in a confidential supportive manner. Each student receives their specific accommodations/instruction with varying levels of support and all students are integrated in the general education setting alongside peers. Accommodation tools are used well by general education teachers in the form of chart papers, examples, exemplars, models.

4.9 d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.

**Summary of area*

The department is staffed with one employee in the special education department. Currently the T.O.R has a small caseload when completing annual reviews. As the special education population grows, there will be a need to support students with additional certified staff.

4.9 e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.

**Summary of area*

SpEd Coordinator reviews every IEP to specify SDI is aligned to the student goals and needs and addresses the goals for growth. Designs the instruction to address the goals for all students. Training for the SDI has started and the committee could see the intentionality for students and the depth of knowledge for students, as well.

Rubric Rating	
a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	Sustaining
b) IEP plans include student specific goals and plan for ongoing assessment of student progress.	Implementing
c) IEP goals are rigorous and based on state and national learning standards.	Implementing

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<p>d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.</p>	<p>Implementing</p>
<p>e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.</p>	<p>Implementing</p>
<p>Strengths</p>	
<p>Leadership and SpEd Coordinator supports all students and monitors SDI for all students</p> <ul style="list-style-type: none"> ● Staff has deep knowledge of the students and their academic/behavioral strengths and opportunities ● Student privacy is very important to Leadership, teachers and staff - Intentional to adhere to federal and state laws and responsive to the student level at this developmental stage (ensures student belonging) ● Relationships evident in instruction ● Students had access to assistance ● Students were in collaborative settings in classrooms. Supportive instructional methods that, although not outlined in IEP, definitely allowed student to demonstrate mastery in a variety of ways and platforms ● Leadership and SpEd Coordinator had systems and methods to communicate with parents consistently and often ● ClearSight ● IEPs are clear, effective, specific and with in-depth knowledge of students and their academic and behavioral needs. ● Leadership, staff and teachers had knowledge of student present levels and referred to the IEP as needed to ensure goals are being addressed. The Special Ed Coordinator served as the TOR and within files, there was evidence of case conferences being held annually. Evidence of differentiated goals. 	
<p>Opportunities for Improvement</p>	
<p>Targeted Opportunity for campus to consider:</p>	



1. SDI -Strategies to enhance Speaking and Self-Advocacy for students.
2. Response system for students who need to advocate for themselves in class (example: red, yellow, green cards) Allows students to let staff know if and when they need support.
3. Consider saying “ Curriculum-based teacher created assessments” to lean any questions on the quality and credibility of the curriculum and not the teacher. Consider other standardized based assessments to show that a standardized measurement was used.
4. Long -Term items to consider to address where the campus is heading and the goals for all students, including Special Education students:
 - Graduation Plans - As the eighth grade opens in 2024-25, add graduation plans to IEP meetings (HS credits can be earned in 8th grade) for planning purposes. This will allow the special education student an advantage to begin thinking and mapping out future goals with parents, teachers, TOR during case conferences.
 - Since Monarca will be a secondary campus - bring all students in IEP meetings so students can begin learning self-advocacy.
 - Student goals were written to give individualized appropriate challenges for the students whose files were reviewed. The case conferences/IEP documents, however, did not give an indication that a standardized assessment was used to determine student present levels. “Teacher - created Assessments” was the terminology that was used in 4 of the five files reviewed. In one file there was a reference to WIDA/Access for language for a dually identified student. There was no other information that could be found within the files and /or IEP that the assessments were based on the curriculum, or another standardized assessment.

Recommended Next Steps

1. Leadership team, SpEd Coordinator in collaboration with teachers and in consideration of students, their schedules and other system challenges should begin choosing a menu of generalized, universal standardized assessment options that give them reliable data for the student goals, measurements and progress monitoring. An example of that would be a running record. Whether it is built into specific software, the running record is a way to determine student reading levels that will guide the next steps of any professional providing services to students.
2. SDI - Continue to train and learn how to develop and implement Specifically Designed Instruction. Develop a system to train supporting staff to grow teachers in this realm.

4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?

Does not meet standard

Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.



Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- **Student Folders**
- **Individual Learning Plans**
- **Teacher Focus Groups**
- **Leadership Interview**
- **Student Interviews**
- **Interview with Executive Director**

Summary of Findings

4.10 a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.*

Summary of area

Staff had access to the levels students were based on the WIDA screener. Leadership was clear regarding the expectations of implementing the accommodations in the classroom and on testing.

4.10 b) Staff have a knowledge of the process of language acquisition and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.

**Summary of area*

More than 80% of staff were bilingual; some staff fluent in more than two languages. Teaching methods reflected deep knowledge and understanding of student levels and were differentiated for the student levels. Staff is also trained at the start of the year on SIOP strategies to strengthen instruction for ENL scholars. During observation, staff instructed in small groups, used visuals and had translated documentation for students alongside sentence starters in Spanish in ELA. In addition, Monarca provided more assessment in both English and Spanish.

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4.10 c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.

**Summary of area*

Leadership communicated with parents and built community partnerships to provide extended culturally responsive opportunities for students. Community providers vetted and scheduled/monitored and supervised. Monarca also is compliant with following Indiana IEP directives for establishing ILP's for identified ENL scholars.

4.10 d) ILP plans include student specific goals and plan for ongoing assessment of student progress.

**Summary of area*

Student plans were specific and differentiated to meet the needs of individual learners. There were clear parameters to address the level of academic support that students needed for classroom instruction and testing accommodations. Students had lab time daily. Lab time was aligned to the needs of the student / 4 domains addressed in the ILP and part of the 4 domains.

4.10 e) ILP plans explicitly identify needs for targeted instruction to align with student needs.

**Summary of area*

Staff knew the history and levels of individual students. There was a clear alignment from Can-Do Descriptors to the implementation in the classroom. In many classrooms, SIOP strategies were aligned (Visual, models, gallery walks, directions, vocabulary, drawing, sentence stems).

Rubric Rating

a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	Sustaining
b.) Staff have a knowledge of the process of language acquisition and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.	Sustaining



<p>c.) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations.</p>	<p style="text-align: center;">Sustaining</p>
<p>d.) ILP plans include student specific goals and plans for ongoing assessment of student progress.</p>	<p style="text-align: center;">Sustaining</p>
<p>e.) ILP plans explicitly identify needs for targeted instruction to align with student needs.</p>	<p style="text-align: center;">Sustaining</p>

Strengths

**Highlight overall strengths that align to this indicator*

Strengths

Visited the following classrooms: PLTW, 7th Math and Reading, 6th Math, Intervention

- There was strong evidence of norming of SIOP strategies.
- Use of word banks/sentence stems, starters, frames
- Illustration/pictures.
- Models (student created work with everyday objects).
- Assignments had rubrics.
- Opportunities for student collaboration.
- Multiple ways for students to show mastery. Students had multiple ways to show what they know.
- Student groupings and classroom arrangements were intentional to make sure all students could grow and have support.
- Staff on all levels discussed the use of can-do descriptors.
- Staff had deep holistic knowledge of students, their backgrounds.
- Giving students a pathway to post-secondary education and college was a clear goal and students knew it.

- Leadership knew the weakest area for ELL learners: speaking.
- Culture is strong, positive, and supportive.
- Tools were being purchased to help students access instruction (headsets).

Opportunities for Improvement3

**Highlight most pertinent gaps*

Opportunities

1. Provide cultural family events and opportunities for parents and teachers to build positive relationships and build a strong home-school connection.
2. Leverage the teacher leaders and their instructional and student population knowledge to keep the SIOP training received as a focus of instruction this year.
3. Build professional capacity in teachers by teaching them how to navigate the systems that inform them of the student backgrounds. Helps teachers become independent and gather several layers of data to make decisions and inform conversations with parents and leadership regarding student progress.
4. On the outset of testing and to help students grow, define the strategies that the Instructional Leadership Team identifies to build connectivity among the classrooms

Clarifying questions:

1. How do teachers plan for Multi Language learners?
2. What type of additional PD for staff?

Recommended Next Steps



1. Continue SIOP Training. Conduct walkthroughs and find the SIOP strategies that are the easiest to implement and aligned with student challenges to norm SIOP across the campus.
2. Build teacher leaders with Professional development. The school will grow. Anchor the school model and build strength in the ranks by encouraging collaboration in planning and training levers with new teachers by utilizing the teacher leaders presently employed.
3. Your students are your best cheerleaders. The students at Monarca are natural leaders and confident, as well. Since speaking is a weaker level/domain for the students at Monarca, these middle schoolers, soon-to-be high schoolers, should be leading the tours with potential parents and students to encourage leadership, speaking and marketing. By teaching them what to do, what to say and giving them some autonomy with this, as well, Leadership will be developing the executive functioning of the future high schoolers, which is very important to building leaders who go to college.

Closing and Recommendations

Edulove Consulting evaluated Monarca Academy and concluded there was a concrete foundation for learning and growth. The academy has a diverse population of learners in small classroom sizes in which students can take advantage of learning in a small functional group setting. The students at the academy show their intrinsic learning ability and look forward to Monarca moving into their own building in the future. It is important to note that the students feel safe and supported in the learning environment provided by Monarca Academy and look forward to continuing their education at the school.

Executive Director, Francisco Valdiosera and Principal, Felicia Sears have an understanding of shared responsibilities that best supports the school along with the mission and vision. The teachers at Monarca show commitment to servicing their population of

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learners by displaying enthusiasm and ambition for professional developments and learning communities while implementing cultural relevance in their instruction. Monarca Academy will grow yearly as they take advantage of their intentional instructional model and dedication of servicing all of their learners. Monarca's dedication to partnerships will continue to assist in growing their network and enrollment.

EduLove Consulting recommends that Monarca continues to strengthen their support in their Special Education Department to aid in their educational work alongside their Teacher of Record. The academy should continue to adhere to their slow scale model by adding a grade per year (as see fit) as well as continue to support their teachers (novice and veteran) in their beginning and duration of the year professional developments including SIOP training and their collective book study along while using staff feedback to create relevant materials for instructor learning. Along with professional developments, Monarca should continue to align Science and Social Studies curriculum with State standards to finalize curriculum with quarterly and/or unit assessments/projects. Monarca should continue to use objective assessments to benchmark growth and proficiency to gather data. Next leadership should create a working document that illustrates the informal walk-throughs to better assess the school at key points (bi-weekly, monthly or quarterly). Monarca should also make strides to hiring an instructional coach to better assist teachers in instruction and serve as a guide for the staff. Also, Monarca should re-vamp *Flex* time to better assist with interventions centering around both ELA and Math while pairing core classes with frequent push in/pull out strategies with additional staff. These steps will increase growth and proficiency for all students.

The EduLove Consulting Team was able to comfortably view the school and the artifacts for each indicator. Interviews were thorough and comfortable. We wish the most success for Monarca Academy and will stay connected within the professional relationship.