

**ROOTED SCHOOL INDY
SITE REVIEW**

Prepared For: Office of Education Innovation
Office of the Mayor, City of Indianapolis

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Part I: Rooted School Background Information

Rooted School Indy (RSI) is a public charter high school, which opened its doors in fall 2020 in partnership with Eastern Star Church's The ROCK Initiative. Rooted School seeks to lay the groundwork for closing the financial wealth gap in students' lifetimes. RSI believes schools can be the source for laying the groundwork to change this. Simply put, RSI exists to provide students with personal pathways to financial freedom. Rooted School Indy's unique and personalized curriculum model partners with local companies to guide students towards graduation with work-based experience, certifications, a high school diploma, and a path to post-secondary education.

Mission and Impact: The mission of Rooted School Indy is to provide students with personal pathways to financial freedom. Rooted will do this by altering the trajectory of Indianapolis' most financially insecure students, thereby increasing their access to four-year colleges/universities and technical programs, preparing them to compete in the city's high-growth, high-wage industries.

Vision: Anchored in its Four-Year Promise, Rooted School Indy exists to see its students academically prepared and financially free. Some students will arrive at financial freedom with a college degree; others will not. RSI will teach students how to learn in an ever-changing world, develop their skills for the most in-demand job sectors and create transformational technology. Students will graduate with sought-after jobs in technology—paying well above the regional median wage—or go on to college with a sense of purpose and a relevant context for being there. All students will leave with a job offer in one hand and a college acceptance letter in the other.

Core Values: Rooted School Indy promotes the following five Core Values:

- Growth: We push ourselves to grow at all times.

- Preparation: We are prepared.
- Hospitality: We put people first.
- Excellence: We push the limits of what's possible.
- Community: We never forget where we come from.

Part II: Academic Program

Rooted School Indy combines academic approaches to achieve its mission and vision: to increase the talent supply by fast-tracking its most financially insecure youth to higher-paying jobs.

The Rooted instructional model is fundamentally designed around two core beliefs. The first is that all students can and will learn when provided a robust, relevant curriculum across the core content areas. The second is that students learn best when exposed to a hybrid-learning environment that personalizes each student's school experience.

RSI's innovative classrooms represent the connected world our students live, shifting away from direct instruction as the sole mode of information delivery to one that more closely mirrors the 21st-century collegiate instructional models, blending real-time lecture and direct instruction with distance learning virtual lab studies.

Through using a hybrid learning model, classroom teachers harness the power of technology to create more engaging, efficient, and success-oriented learning environments. These environments create the conditions for students to not only learn skills needed in 21st-century workplaces but earn credentials and certifications that are industry-recognized to prove that they have learned those skills and are employable.

Rooted School Indy's learning model focuses on three components: self-directed personalized learning, small group instruction, and project-based learning. This learning model helps teachers personalize instruction and meet each student's unique learning needs.

Part III: Student Demographics

At the time of the evaluation, Rooted School Indy’s student population was 91. The racial and ethnic breakdown of the student population is as follows: Black = 87 (95%); Multi-Racial =1 (2%); White =2 (2%); Hispanic/Latino =1 (1%); Asian=0 (0%); Native Hawaiian or Other Pacific Islander=0 (0%). Eighty-four percent of their students are on free lunch; 20% percent of their student population receives Special Education services, and 1 % of their student population are English Language Learners.²

Part IV: Historical Academic Performance

Rooted School Indy opened the 2021-2022 school year with only 9th grade and therefore did not have State assessment data to report (e.g., ILEARN Biology). However, in alignment with Indiana's New High School Accountability Assessment, the SAT, RSI had its students take the PSAT. The chart below describes Rooted School Indy's results on the PSAT for its 10th graders. Students were tested at the beginning of the school year and will test again in Spring 2022.³

10 th Grade Group	# Of Test Takers	% Who Met Both Benchmarks	% Who Met ERW Benchmark	% Who Met Math Benchmark
School	44	0%	25%	9%
District	1460	21%	46%	24%
State	65504	30%	57%	33%
Total Group	1546416	34%	62%	36%

²This data is not yet available on the IDOE website and is data reported by RSI.

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Part V: Core Question Four Indicator Ratings

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 number of points possible. This maximum number is used to determine an overall rating on each indicator. Point values of sub-indicators and an indicator ratings summary can be found below.

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

The chart below summarizes the evaluation team’s assessment of Rooted School Indy in a manner that is aligned to the above indicator ratings.

Core Question 4: Is the school providing the appropriate	Finding
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conditions for success?	
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
4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	Meets Standard
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Exceeds 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?	Exceeds Standard
4.7. Is the school climate responsive to the needs of students, staff, and families?	Meets Standard
4.8. Is ongoing communication with students and parents clear and helpful?	Exceeds Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practice?	Approaching Standard

4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

Does Not Meet Standard

Evaluation Process

The school evaluation process involved three phases of data collection and synthesis:

1. Pre-site visit surveys of parents/families and teachers/staff
2. Document review
3. On-site observations and interviews

The evaluation team reviewed Rooted School Indy's mission and vision statements, original charter proposal, their student and staff handbooks, curriculum and instruction methods, Special Education and EL policy and procedures, performance evaluation plans (school leadership and teachers), personnel plan, professional development methods/plan, and school safety and emergency preparedness plan, and parent/family, and staff survey results.

In advance of the site visit, Rooted School Indy's parents/families and teachers completed sets of survey questions, geared to the particular audience, and prepared by the lead evaluator. In each case, the questions were based on Core Question 4's indicators (e.g., curriculum, school culture, professional development, family engagement). These guiding documents and parent/family and teacher survey results informed the questions asked during the focus groups and one-on-one interviews conducted during the site visit. The on-site visit consisted of the following components:

- Review of services and supports for Special Education students and English Learners which included interviews with both teams and document analysis (e.g., student IEPs, and ILPs).
- Classroom observations of teachers (all classrooms were visited by the team at least twice) and observation of shared spaces.
- One focus group with teachers: representing all grade/subject levels.
- One focus group with students: representing a cross-section of grade levels
- One parent/family focus groups
- Teacher and Parent surveys
- Interview with the senior leadership team

Part VI: Findings

4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard						
Summary of Findings							
<p>The review of materials submitted by Rooted School Indy, in addition, to focus group interviews with school leadership, teachers, and classroom observations, confirmed to the evaluation team that the school has a high-quality curriculum that is rigorous and evidence-based. The material assessment included the review of all supporting materials used for each grade. Curriculum will be designed using the principles of Backward Design (Wiggins and McTighe) from the Indiana State Standards and ACT College Readiness Standards.</p> <p>Rooted School Indy’s instructional framework:</p> <table border="1" data-bbox="222 1195 2028 1365"> <tr> <td data-bbox="222 1195 428 1268"></td> <td data-bbox="428 1195 942 1268"></td> <td data-bbox="942 1195 2028 1268"></td> </tr> <tr> <td data-bbox="222 1268 428 1365">Mathematics</td> <td data-bbox="428 1268 942 1365">Agile Mind</td> <td data-bbox="942 1268 2028 1365">Khan Academy Iexcel math</td> </tr> </table>					Mathematics	Agile Mind	Khan Academy Iexcel math
Mathematics	Agile Mind	Khan Academy Iexcel math					

English Language Arts	Expeditionary Learning (UnboundED)	Achieve3000 Commonlit.org NoRedInk Grammar and Writing Teaching Tolerance Framework
Science	NGSS curriculum Project Based Learning: Rutgers Center for Math, Science & Computer Education New Tech Network	Teacher designed supplemental materials Rutgers University
Design and Cert	Indiana Industry Certification	Teacher designed supplemental materials
Social Studies	The Choices Program: Brown University DBQ project AP US History AP World History	DBQ project AP US History AP World History

Though much of Rooted School Indy’s curriculums are aligned to Common Core, understanding the importance of alignment to Indiana standards, the administration conducted a crosswalk to ensure that all curricula used are aligned to Common Core standards, Indiana, and ACT College Readiness standards.

It was reported by both the school leadership and teaching staff that student performance on assignments and assessments is considered during its systematic review of the curriculum and that they regularly review/revisit scope and sequence and curriculum maps to ensure the timely presentation of material, and the material is aligned to learning objectives. Teachers also noted during the focus group interview that they are required to submit their lesson plans weekly and adjust “real-time” throughout the week based on what instructional gaps or challenges they see upon grading of assignments and formative assessments (e.g., exit tickets) given.

With a small teaching staff, teachers noted that they are able to meet regularly to ensure that there is vertical alignment within and across grade levels and content areas that is prioritized and focused on core learning objectives. Though they meet regularly, it’s not a part of a “formal” process. School leadership noted during the focus group interview that there are structures in place to ensure teachers are teaching using curriculum documents and materials with fidelity and for the recommended use and time. Lesson plans are reviewed by school leadership weekly and school leadership is “quite accessible” according to the teachers for support with lesson planning when needed.

Data/Artifacts Reviewed

- Classroom observations: all classrooms were observed by the site team members two to three times throughout the day with site team members spending on average 20 minutes per visit.
- School leadership and Teacher focus group interviews.
- Teacher surveys.
- Curriculum framework.
- Curriculum maps/scope and sequence materials
- School Improvement Plan.
- Professional development materials.
- Classroom instructional calendar.
- Staff handbook.

Summary of Elements

<p>a) The curriculum used across all academic areas is rigorous, evidenced-based and aligned with state standards.</p>	<p style="text-align: center;">Sustaining</p> <p>Evidence indicates practice is fully implemented across all areas.</p>
<p>b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.</p>	<p style="text-align: center;">Sustaining</p> <p>Evidence indicates shared systems to support the practice are embedded into the culture of the school, implemented with fidelity, and the impact of systems are monitored by school leaders at defined intervals.</p>
<p>c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.</p>	<p style="text-align: center;">Sustaining</p> <p>Evidence indicates shared systems to support the practice are embedded into the culture of the school, implemented with fidelity, and the impact of systems are monitored by school leaders at defined intervals.</p>
<p>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</p>	<p style="text-align: center;">Implementing</p> <p>Evidence indicates some shared systems exist to support the implementation of the practice in most areas and/or evidence indicates that data obtained is not used by all instructional staff.</p>
<p>e) Instructional staff have access to provided materials to deliver the curriculum effectively.</p>	<p style="text-align: center;">Sustaining</p> <p>Evidence indicates practice occurs among 90-100% of instructional staff.</p>

f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.	Implementing
	Evidence indicates practice occurs among 50-89% of instructional staff.
Reinforcements	Refinements
<ul style="list-style-type: none"> 100% of teachers surveyed agree that they had all the materials to deliver the curriculum effectively. Curriculum designed using the principles of Backward Design (Wiggins and McTighe) with a focus on guided questions. Crosswalk conducted to ensure alignment to not only Indiana State Standards but ACT College Readiness Standards too. 	<ul style="list-style-type: none"> Create a “formal” system that ensures a well-defined horizontal and vertical alignment within and across grade levels and content areas that is prioritized and focuses on core learning objectives.
Recommended Next Steps	
Refer to refinement section for recommended next steps.	

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Meets Standard
Summary of Findings	

Based on classroom observations

- Classroom instruction was aligned with internalized lesson plans.
- Standards and objectives were posted in all of the classrooms visited.
- Instruction flows smoothly in mostly all classrooms observed; little to no interruptions occur throughout the lessons.

From a review of documents and focus groups, the evaluation team can attest that Rooted School Indy has an internalization process that explicitly targets core learning objectives across all academic areas. Curriculum maps, scope, and sequence documents contained standards, essential or guiding questions, pacing, objectives, and key vocabulary. Teachers confirmed during the focus group interview that they did align with the internalization process as well.

During the focus group interviews for both teachers and school leadership, it was mentioned that student data is used to differentiate for student learning ability and preferred learning styles. And school leadership emphasized the importance of using professional development time to engage the teaching staff in analyzing their student data. It's clearly essential to school leadership that each teacher understand that their students are more than just a "number or grade." The expectation is that they "drill down to the root cause" to understand better what supports are needed for the student to have a successful academic experience. Though teachers and school leadership stated that differentiation for student learning ability and preferred learning styles occurs, the evaluation team did not observe a wide variety of differentiated instructional practices during classroom observations. Much of what was observed was "teacher talk" (over 60% of learning activities observed throughout the day). Additional instructional activities observed: formative feedback, modeling and demonstrating, small group cooperative learning, independent practice.

Both school leadership and teachers affirmed that school leadership "is constantly" in and out of their classroom not only to monitor the content of the lessons taught but to provide them with immediate and actionable feedback that enhances their instruction and supports their growth as an educator. They each welcome the opportunity to have leadership in their classrooms. On the other hand, school leadership acknowledged though they are in classrooms reasonably frequently, they see a need for growth in this area. The growth, according to school leadership, is creating intentional monitoring cadence.

Data/Artifacts Reviewed

- Classroom observations: all classrooms were observed by the site team members two to three times throughout the day with site team members spending on average 20 minutes per visit.
- Review of school's mission.
- School leadership and Teacher focus group interviews.
- Teacher surveys.
- Parent surveys.
- Curriculum maps/scope and sequence materials
- Professional development materials.
- Supplemental programs documents.
- Staff handbook.

Summary of Elements

a) The curriculum is implemented in all classrooms with fidelity.	Implementing
	Evidence indicates practice occurs among 50-89% of instructional staff.
b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	Sustaining
	Evidence indicates practice is implemented in most but not all areas.
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.	Sustaining
	Evidence indicates practice is fully implemented across all areas.
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	Implementing
	Evidence indicates some shared systems exist to support the implementation of the practice in most areas and/or evidence indicates that data obtained is not used by all instructional staff.
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	Implementing
	Evidence indicates some shared systems exist to support the implementation of the practice in most areas and/or evidence indicates that data obtained is not used by all instructional staff.
f) Instructional practices are intentionally designed to validate and affirm the cultures of students.	Sustaining
	Evidence indicates shared systems to support the practice are embedded into the culture of the school, implemented with fidelity, and the impact of systems are monitored by school leaders at defined intervals.
g) Staff receive explicit feedback on instructional practices on an ongoing basis.	Implementing
	Evidence indicates some shared systems exist to support the implementation of the practice in most areas and/or evidence indicates that data obtained is not used by all instructional staff.

Reinforcements	Refinements
<ul style="list-style-type: none"> Classroom instruction was aligned with internalized lesson plans. Standards and objectives were posted in all of the classrooms visited. RSI has an internalization process that explicitly targets core learning objectives across all academic areas. 	<ul style="list-style-type: none"> Though teachers and school leadership stated that differentiation for student learning ability and preferred learning styles occurs, the evaluation team did not observe a wide variety of differentiated instructional practices during classroom observations. Much of what was observed was “teacher talk” (over 60% of learning activities observed throughout the day). School leadership acknowledged though they are in classrooms reasonably frequently, they see a need for growth in this area. According to school leadership, the growth is creating an intentional monitoring cadence.

Recommended Next Steps
<p>Recommendations are as follows:</p> <ul style="list-style-type: none"> Dedicate a professional development session on differentiated instructional practices. Leadership creates an intentional monitoring cadence for visiting classrooms.

<p>4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?</p>	<p>Meets Standard</p>
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Summary of Findings
<p>Rooted School Indy provides students with coursework that meets the Indiana state graduation requirements to earn the four diploma types (e.g., general, Core 40, Core 40 with Technical Honors, Core 40 with Academic Honors). In addition, courses include college and career preparation (technical certifications) required for students to complete Graduation Pathways that are also required by the state. These courses and activities are selected by students based on their career interests. Partnerships with Ivy Tech and Martin University provide juniors with the opportunity to take education and business courses. And for juniors who maintain a 3.0 and above and who have attained a certain certification level, they may participate in IUPUI’s early tech program. During our school leadership focus group interview, it was also noted that 10 tech companies (Woven, Clear Object, Greenlight Guru, Kinney Group, Viral Launch, SmarterHQ, Techpoint, Sigstr, Robinson media, Kenzi Academy) have committed to working with and supporting RSI students. The Tech companies provide representatives who serve of the Tech Advisory board which help develop curriculum; provide apprenticeship and internships.</p>

RSI has a high school guidance counselor with over 16 years of guidance experience. The school guidance counselor meets with all students at a minimum of twice a year to go over goals, grades, test scores and to schedule classes for the next year. She is responsible for making sure students are on track to meet the requirements for graduation

According to school leadership, all students are required to meet the same exit standards that align to one of the Indiana Graduation Pathways. However, some exit standards may differ with regard to the individual tech pathway a student may choose. For example, all students take “Tech Fundamental” courses; however, after freshman year students may choose different tech certification pathways that will require different exit standards based on the chosen path.

Data/Artifacts Reviewed

- Student handbook.
- List of school curricula.
- Course of Study Options.
- Pathway options.
- School leadership, Teacher, Student, and Parent/Family focus group interviews.

Summary of Elements

<p>a) The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities aligned to their interests.</p>	Sustaining
	<p>Evidence indicates practice is fully implemented across all areas.</p>
<p>b) A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for postsecondary opportunities.</p>	Sustaining
	<p>Evidence indicates shared systems to support the practice are embedded into the culture of the school, implemented with fidelity, and the impact of systems are monitored by school leaders at defined intervals</p>
<p>c) The school provides opportunities for extracurricular engagement and activities, connected to student interests, (e.g., athletics, academic clubs, vocational) to increase post-secondary options.</p>	Emerging
	<p>Evidence indicates individuals are starting to create systems to support this practice in some areas.</p>

d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.	Sustaining
	Evidence indicates practice is fully implemented across all areas.
Reinforcements	Refinements
<ul style="list-style-type: none"> • Several pathways are offered for students to explore. • Hired a veteran school counselor who is very knowledgeable of Indiana’s diploma requirements and pathways. • Partnerships with Ivy Tech, Martin University, and IUPUI • Partnerships with 10 tech companies. 	<ul style="list-style-type: none"> • As the school continues to grow, the evaluation team is certain that more opportunities for extracurricular engagement and activities that are connected to student interest.
Recommended Next Steps	
No recommendations at this time.	

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Exceeds Standard
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Summary of Findings

At Rooted School Indy, assessments are well aligned to the respective curriculum learning standards. They are used to assess student achievement in meeting academic standards; evaluate the need for increased school support for individual students to reach standards. RSI's graduation requirements and badge outcomes prepare students for college and a career in the tech industry and meet Indiana Graduation Pathway requirements. To ensure students are on track to meet these requirements, Rooted School Indy uses a combination of diagnostic assessments, teacher-created badge assessments, external interim assessments. In addition, RSI students participate in all state-mandated standardized assessments and industry certification assessments aligned to the course of study.

According to the teaching staff and school leadership, assessments are used to determine the success of their students, teachers, and the overall program of studies. In tandem with their academic coaches (school leadership), teachers set goals and monitor the progress of these goals over the course of the semester.

The evaluation team was provided access to review past assessments used by teachers for each subject. The evaluation team noted that the assessments varied in format, including multiple choice-short answers, essays, projects, etc. These various types of assessment formats support a wide range of student learning styles and abilities.

When the evaluation team asked whether assessments utilized provide student-level data focused on growth and proficiency, each teacher, without hesitation, said, "yes" and provided examples such as exit tickets and quizzes as formative assessments which allow them to adjust in "real time." However, they also noted that unit tests, interim and standardized assessments enable them to adjust from one day to the next. They give unit tests, interim assessments, and standardized assessments to collect individual growth and proficiency data.

RSI test both 9th and 10th grades on the PSAT in the Fall and Spring. However, the evaluation team only provided data for 10th grade since most schools traditionally start testing in the 10th grade. A review of the data for both grades showed that of the total students tested (9th and 10th), 12 of the 85 students met the target score to be considered college-ready. The majority of those students were in the 10th grade. Due to the tracking system that RSI created; they have already set target PSAT goals for each student. Recognizing that overall, students' scores were lower on math, they changed the class schedule to provide two hours each week for math enrichment and intervention while staying laser-focused on ELA. RSI is working with Bellwether Education Partners to give the math enrichment and intervention.

Rooted uses a data dashboard to collect the following:

1. Daily Exit tickets
2. Assessment data: NWEA, Achieve3000, PSAT, and goals (given in the fall, winter, and spring)
3. Formative data (daily) and summative data (biweekly)
4. Students above and below 2.5 weekly
5. Student data below 70% on summative assessment

The data analysis form each teacher fills out to collect the data causes teachers to reflect deeply on how their instruction impacts the data and goes beyond the numbers. In fact, when reviewing the form, the evaluation team was pleasantly surprised to see the following question, "Is there a gender disparity in the data? What is it, and what do you think the cause(s) are for the disparity?"

Data/Artifacts Reviewed

- Classroom observations: all classrooms were observed by the site team members two to three times throughout the day with site team members spending on average 20 minutes per visit.
- Assessment calendar.
- Data dashboard.
- Curriculum framework.
- Review of past assessments.
- School leadership and Teacher focus group interviews.
- Teacher surveys.
- Review of curriculum learning platforms.
- Formative and summative assessment data.

Summary of Elements

a) Assessments utilized are well aligned to learning standards.	Sustaining
	Evidence indicates practice is fully implemented across all areas.
b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	Sustaining
	Evidence indicates practice is fully implemented across all areas.
b) Assessments utilized provide student-level data focused on growth and proficiency.	Sustaining
	Evidence indicates practice is fully implemented across all areas.
d) Assessments are administered with sufficient frequency and results are provided in a timely manner.	Sustaining
	Evidence indicates practice is fully implemented across all areas.
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.	Sustaining
	Evidence indicates shared systems to support the practice are embedded into the culture of the school, implemented with fidelity, and the impact of systems are monitored by school leaders at defined intervals.

Reinforcements	Refinements
<ul style="list-style-type: none"> Weekly data protocol for analysis is in place. Data dashboard 	No refinements at this time.
Recommended Next Steps	
No recommendations at this time.	

4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
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Summary of Findings

According to school leadership, all but one Rooted School Indy teacher is certified/trained in the areas they are assigned. The one teacher who is not certified is currently in an alternative teaching program receiving the required training to become a certified math teacher. The teacher receives a support from a seasoned Math coach. He receives weekly support for planning and data in addition to the support he receives from the AP.

The hiring process, as stated by the teachers, is supportive of new faculty members. One hundred percent of teachers surveyed agree with this statement. All teachers also noted that the rigorous hiring process is designed to determine whether a candidate has the temperament and outlook necessary to succeed at RSI. Below is the RSI's hiring process:

2019-2020 Hiring Process Flow: Rooted School Indy

Initial Application - cover letters, resumes and question responses:
HR (work@rootedschoolindy.org) shares files with LT for review and phone

App

Phone Screen:
Conducted by member of Leadership Team using provided

3 Days

Interview Day + Tasks:
Interviews with committee, SL (school)

3 Days

Offer Letter: Extended by School
Leader

3 Days

Accept/Decline
Offer

According to school leadership, Rooted School Indy’s first 90 days of professional development are aligned to Get Better Faster, and the remainder of their PD schedule is based on their analysis of student data. RSI also has set intentional time aside for PD every Friday afternoon. Leadership added that they are consistently referring back to the academic goal set as a strategic objective which is as follows:

- By end of 10th Grade student will be at or above the 62nd percentile on the NWEA which is equivalent to a 1070 PSAT and 1195 SAT which makes them “Purdue Ready.”

The evaluation team was able to confirm that there is a solid protocol to conduct formal observations once each month, and it is a part of a four-week coaching cycle rotation. These include module internalization, lesson internalization, data meetings, and observation. The RISE evaluation tool is used for observations and evaluations.

This process was confirmed during the teacher focus group interview.

Data/Artifacts Reviewed

- School leadership and Teacher focus group interviews.
- Teacher surveys.
- Staff handbook.
- Professional development materials.
- Review of hiring documents.

Summary of Elements

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
	Evidence indicates practice is fully implemented across all areas.
b) Hiring processes are well organized and used to support the success of new staff members.	Sustaining
	Evidence indicates shared systems to support the practice are embedded into the culture of the school, implement with fidelity, and the impact of systems are monitored by school leaders at defined intervals.

c) Staffing levels adequately allow staff to maximize instructional time and capacity.	Sustaining
	Evidence indicates practice occurs among 90-100% of staff.
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
	Evidence indicates practice occurs among 90-100% of staff.
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
	Evidence indicates practice is fully implemented across all areas.
f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	Implementing
	Evidence indicates practice is implemented in most but not all areas.
g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	Sustaining
	Evidence indicates practice is fully implemented across all areas.
Reinforcements	Refinements
<ul style="list-style-type: none"> Rooted School Indy has created a defined system/process for hiring. It utilizes a process that includes competency-based interviews aligned to their model (e.g., plan, teach, and review). Rooted School Indy has a robust PD schedule that is grounded in the analysis of student data. 	<ul style="list-style-type: none"> Though professional learning opportunities are determined through analyses of student outcome data, it was not evident to the evaluation team that it is clearly linked to more than one strategic objective or school improvement goal. The evaluation team imagines that this is actually being done, given what the team observed.

Recommended Next Steps

- Establish a documentation protocol that captures how professional learning opportunities are not only determined through the analyses of student outcome data but how the professional learning opportunities are **clearly** linked to **more than one** strategic objective or school improvement goal.

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

Exceeds Standard

Summary of Findings

All stakeholders well understand the school mission at all levels. One-hundred percent of the teaching staff and 100% of families surveyed believe that the school has a shared mission by all the stakeholders. During the focus group interviews, students and the parents noted that they "believe that school leadership, teachers, and staff will make sure that they either graduate with a college offer in hand or a job." One parent stated, "I have no doubt that this experience will not only change my child's life but mine as well. I can see him doing so much better than me and it's because of Rooted."

One-hundred percent of the teaching staff surveyed believe that stakeholders possess widespread knowledge and commitment to the school's mission. Parents appreciate the emphasis on academics, the "college focus and career focus and RSI's small environment." In fact, parents and students hope that the school remains small.

Data/Artifacts Reviewed

- School leadership and Teacher focus group interviews.
- Teacher surveys.
- Student focus group.
- Parent surveys.
- Staff handbook.
- Student handbook.
- Website

Summary of Elements

a) Procedures are in place for assessing all stakeholder’s perceptions, knowledge, and commitment to the intentions of the school mission.	Sustaining
	Evidence indicates practice is fully implemented for all key stakeholders.
b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school’s mission.	Sustaining
	Evidence indicates practice is fully implemented for all key families and stakeholders.
Reinforcements	Refinements
<ul style="list-style-type: none"> The staff, leadership, students, and parents at Rooted School Indy are fully committed to the school’s mission and vision. Intentional tie to Eastern Star Missionary Baptist Church seen as an added advantage to parents and connected to the mission of RSI. 	No refinements at this time.
Recommended Next Steps	
No recommendations at this time.	

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

The culture at Rooted School Indy feels caring and supportive of children. As the site team walked the hallways, they noted how teachers greeted students by name as they entered the classroom, using warm, inclusive behaviors with their faces, body, and words (e.g., smiling and asking, "how are you today?"). Even staff and school leadership were seen in the hallways during transition joking around and challenging students to make it into the classroom before the "human bell rang."

School leadership shared during the focus group interview that they have placed intentional focus on hiring teachers and staff that mirror the population it serves. It was evident as the site team also observed that many of Rooted School Indy's teachers and staff mirror the students they serve.

During the parent focus group interview, all of the parents/guardians who participated noted the "intentional focus" the school has on "partnering" with them in their child's education. Leadership stated that the school firmly believes that having an effective parent engagement plan that empowers, educates, and motivates parents will increase student achievement. During the focus group interview, one parent said that "they listen to my concerns whereas most schools are too busy to do that." In addition, the seven parents interviewed fully believe that the intentional tie to Eastern Star Missionary Baptist Church has a positive influence on the school climate. "Being in a church provides me with a sense of trust that they (leadership) are going to do what's right for my child."

School leadership believes strongly in the need to offer the opportunity for teachers, parents, and students' voices to be heard. According to school leadership, this is key to a welcoming environment that encourages shared decision-making. For example, My Rooted: Rooted's Parent Organization (often referred to as a PTO) is a partnership between the school leadership, teachers, students, and families. Although the job of making decisions about school policy belongs to the Board of Advisors and the Principal, family involvement is not only welcome but also absolutely necessary for the school's success. All families are encouraged to participate in the Parent's Organization, which meets every other month. One of the main initiatives of the organization, which the parents highlighted, is to solicit parent and community input regarding school programming and policies.

It would be remiss of the evaluation team not to mention that though parents felt strongly that their voices were heard, students did express concern that their voices were not always heard. Especially regarding input related to extra/co-curricular activities.

The restorative practice model is a part of their multi-tiered framework and is used with fidelity to address/assess behavioral expectations. According to school leadership, RSI categorizes inappropriate behavior into four levels based on the severity and frequency of the behaviors. Each level of inappropriate behavior requires a different faculty response. Below is a summary of the behavior levels and the appropriate teacher responses:

Level	Response	Description
Level 1	Redirect	<ul style="list-style-type: none"> A student causes a minor disruption to the learning environment. The teacher quickly redirects the student to meet the expectations.
Level 2	Reflect	<ul style="list-style-type: none"> A student causes a significant disruption to the learning environment and/or repeats Level 1 behaviors after redirection.

		The teacher reestablishes the focus of the class and schedules time to reflect with the student on their decisions and behavior.
Level 3	Reach Out	<ul style="list-style-type: none"> • A student causes a disruption to the learning environment that breaches safety and/or repeats Level 2 behaviors after redirection and reflection. <p>The teacher refers the student to the office and reestablishes the safety and focus of the class.</p>
Level 4	Reset	<ul style="list-style-type: none"> • A student causes a significant breach in safety and/or repeats Level 3 behaviors after interventions. • The teacher refers the student to the office and reestablishes the safety and focus of the class. <p>The administrator considers suspension or expulsion, plans next steps, and communicates with families and mentors.</p>

In addition to restorative practices, RSI awards Culture badges which are communicated with students during the monthly culture celebration. This is a small token ceremony where students receive certificates and recognition for their accomplishments in one or more of our five core values. Students also noted during the focus group interview how much they appreciated the intentional time that is set aside for one on one small group academic support during Wednesday Academic Flex. According to the students, the teachers' commitment to their academic success further shows "how much they care about us and our success not just academically but in life."

Data/Artifacts Reviewed

<ul style="list-style-type: none"> • School leadership and Teacher focus group interviews. • Teacher surveys. • Parent surveys • Student focus group interviews. • Student handbook. • Responsive classroom materials. • Classroom culture materials. • Review of behavior and discipline data. 	
a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity .	Sustaining
	Evidence indicates shared systems to support the practice are embedded into the culture of the school, implemented with fidelity, and the impact of systems are monitored by school leaders at defined intervals.
b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.	Sustaining
	Evidence indicates practice occurs among 90-100% of staff.
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
	Evidence indicates practice occurs among 90-100% of staff.
d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement	Implementing
	Evidence indicates practice is implemented for most but not all stakeholders.
Reinforcements	Refinements
<ul style="list-style-type: none"> • Intentional partnership with Eastern Star Missionary Baptist Church. • The culture at RSI feels caring and supportive of children. • Parents feel welcome and connected to the school on all levels. 	<ul style="list-style-type: none"> • Though parents felt strongly that their voices were heard, students did express concern that their voices were not always heard. Especially regarding input related to extra/co-curricular activities.
Recommended Next Steps	

- Revisit systems/processes that capture student input to ensure their voices are heard. Especially regarding input related to extra/co-curricular activities.

4.8. Is ongoing communication with students and families clear and helpful?	Exceeds Standard
Summary of Findings	
<p>Rooted School Indy utilizes multiple modes of communication to connect with families. These include:</p> <ul style="list-style-type: none"> • phone calls • texts • emails • monthly family meetings • town hall meetings (discuss school updates) <p>During the parent focus group interview, one parent noted that weekly progress reports are sent home, which she really appreciates. While another parent appreciated how she could access "the portal" to check on her child's grades. And students noted the monthly Tribe leader meetings. Tribe Leader meetings are similar to an advisory meeting. Teachers have a group of 15-25 students who they meet with daily. Meetings focus on SEL, academic goal setting, and more. The Tribe Leaders (teachers) connect with parents bi-weekly to provide updates of their students.</p> <p>Both the parents who attended the focus group and those who filled out the survey reported that they were very satisfied with their children's education. One parent noted, "I love the personal attention that my child receives. Not just from the teachers, but the staff too. They make sure that I don't miss anything but if I do, they don't hesitate to call me. Not just to let me know that I missed something but to check to make sure I'm doing okay too."</p>	
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> • School leadership, teacher, and student focus group interviews. • Teacher surveys. • Parent surveys. • Student handbook. • Newsletters. • Social media sites. 	

Summary of Elements	
a) An active and ongoing system of communication between the school and family members in place.	<p>Sustaining</p> <p>Evidence indicates practice occurs among 90-100% of staff.</p>
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families	<p>Sustaining</p> <p>Evidence indicates practice is fully implemented for all stakeholders.</p>
c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	<p>Sustaining</p> <p>Evidence indicates practice is fully implemented for all families.</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>Sustaining</p> <p>Evidence indicates practice is fully implemented for all families.</p>
Reinforcements	Refinements
<ul style="list-style-type: none"> RSI has numerous ways in which it communicates with its student, families, and community stakeholders. 	No refinements at this time.
Recommended Next Steps	
No recommendations at this time.	

4.9. Do the school's special education files demonstrate that it is in legal compliance and is moving towards best practices?	Approaching Standard
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Summary of Findings

This report compiles a review of all practices and procedures specific to special education services at The Rooted School Indy as of November 2021. The results of this evaluation are based on the following pieces of data collected on site: a review of internal processes and procedural documentation, focus

groups with general education and special education staff, as well as interviews with the special education director and members of the school leadership team. Lastly, a review of the school website and a review of a portion of the permanent files for students currently enrolled with IEPs were conducted.

As of this report, Rooted School Indy has ninety (90) students enrolled from twenty-two different previous schools. Eighteen (18) students have individualized education plans, equating to twenty percent of the total school population. One student who is currently being considered for an evaluation based on the parent's concern may also have an IEP before the end of this school year. Mr. Bruce Wooldridge is the Special Education Coordinator, and there is one other Teacher of Record (TOR) on staff, Ms. Robinson. Mr. Wooldridge supports the geometry and algebra classes, while Ms. Robinson supports the English Language Arts classes. Both teachers are coteaching and facilitating small groups within their respective classes for five periods a day, according to Mr. Wooldridge.

All students who receive special education services are in the general education setting eighty percent or more of their day. Special education services are primarily given during the regular class schedule; however, weekly on Wednesdays during 'Academic Flex' for one hour in the morning and on Fridays, students are pulled into small groups or one on one for additional assistance such as reteaching skills or retaking assessments.

Rooted School Indy uses a Multi-Tiered System of Supports (MTSS) to address the needs of all students. MTSS is a framework many schools use to provide proactive, targeted support to students behaviorally and academically. Mr. Wooldridge stated that recently ten students were identified for Tiers 2 or 3 support. In addition, he noted that the chosen interventions were PBIS Midwest online resources, reviewed every six weeks, and parents are invited to participate in MTSS meetings to discuss their student progress with the selected interventions.

Special education professional development was given to staff during summer training. During this professional development, staff reviewed individualized education plans, accommodations and discussed universal design for learning.

Rooted School Indy contracts with Progressive Therapy Services for speech and language services. Currently, no students are enrolled who require occupational therapy or physical therapy. If the need arose, Mr. Wooldridge explained they would contact a contract service such as Kids Count. When asked about the mission or vision of the special ed department, Mr. Wooldridge emphasized student growth and meaningful partnerships to offer students valuable opportunities. Because Rooted School is still a relatively small school, students have been able to social distance and remain in brick and mortar for instruction. In the event of a student who receives special services being quarantined, Mr. Wooldridge indicated that each student has a Chromebook and MiFi to access the internet. Mr. Wooldridge stated that he has conversations with parents about services that have to be remote. ZOOM break-out rooms are used for one-on-one assistance, and google meets are arranged to check in with students. Finally, when the entire School was remote, students who received special services were allowed to still report to school for instruction.

Data/Artifacts Reviewed

- Teacher interview
- Leadership interviews
- Document Analysis
- Special Education File Review
 - Five Individualized Education Plans were reviewed using a four-tiered rubric to determine the following five specific criteria:
 - Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.
 - IEP plans include student specific goals and plans for ongoing assessment of student progress.
 - IEP goals are rigorous and based on state and national learning standards.
 - IEP goals are reviewed and revised annually as determined by present levels of student level of performance.
 - IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.

Each IEP reviewed from the sample collected contained goals and a statement for ongoing assessment of student progress. The services in the IEPs reviewed matched the exceptional needs of the student. IEP goals were based on national learning standards but inconsistent with rigor. Specifically, rigorous goals based on state standards that evolve each year were not present in all IEPs because of the repetition of goals in several IEPs. Specifically designed instruction and skill-specific goals were areas of growth.

Summary of Elements

a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	Sustaining
	Evidence indicates practice occurs for 90- 100% of students with IEPS.
c) IEP plans include student specific goal and plan for ongoing assessment of student progress.	Sustaining
	Evidence indicates practice occurs for 90- 100% of students with IEPS.
d) IEP goals are rigorous and based on state and national learning standards.	Sustaining
	Evidence indicates practice occurs for 90- 100% of students with IEPS.
e) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	Planning
	Evidence indicates practice occurs for 0-25% of students with IEPS.
f) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.	Planning

Evidence indicates practice occurs for 0-25% of students with IEPs.

Reinforcements

- The Rooted School Indy has a strong co-teaching model. The special educator is a part of classes as an additional instructor and works with small groups in the general education setting. There are multiple opportunities to scaffold supports in this model through the week, so students are still able to get the individual or small group assistance they need and opportunities to improve assignments and receive extended time with content.

Refinements

- **SDI**
Specially designed instruction is not differentiation, modification, or an accommodation. In practical terms, specially or specifically designed instruction (SDI) is tailored to a specific student. It addresses their Individualized Education Program (IEP) goals, accounts for their disability, provides modifications or adaptations to content, and encourages access to the general education curriculum. This is specifically about what is uniquely being taught to the student. The special education teachers and general education teachers at Rooted School could use more time learning about and practicing SDI.
- **Individualized Education Plan Goals**
The IEPs reviewed revealed a need for specific goals that are skill-based and ask the question: What access skills do the student need to master the content of the curriculum? Reviewing current IEP goals and using a tool to measure if the goals are identifying skills that students need to learn; could be beneficial to all staff and serve as a way to write more meaningful IEPs for students.

Recommended Next Steps

The evaluation team recommends the following:

- Professional development opportunities and time for general education and special education teachers to develop a deeper understanding of specially designed instruction and how this instruction can be used in the general education setting to meet IEP goals and curricular objectives. In addition, Rooted School Indy should consider goal-writing professional development specific to individualized education plans for special education teachers and public agency representatives.

One possible example that could be used as a resource:

<https://instrc.indiana.edu/pdf/Handout%20Skill%20Based%20Annual%20Goals%20EXAMPLE%20Regional%20Training%202017.pdf>

4.10. Is the school fulfilling its legal obligations related to access and services to students with limited English proficiency?

Does Not Meet Standard

Summary of Findings

According to their records, The Rooted School currently only has one English Learner enrolled. The school has just recently received the student's prior year WIDA English Language Proficiency scores; therefore, the ILP was not yet created at the time of the visit. School administration has identified the recruitment and enrollment of English Learners as a goal and, therefore, will be working to build out the necessary policies and processes to support future English Learners and their families. As stated, there is a current English Learning Plan in the school's handbook. This plan will need to be revised to include more in-depth enrollment, identification, and Home Language Survey processes. The Home Language Survey is currently administered to all via the online enrollment process. This will need to change per the IDOE EL Guidebook pp. 7-9.

The school has identified an already built-in time of day for students to receive supplemental academic support. This time can be utilized in the future for ESL groups or a structured immersion class (if needed). The school also has a robust parent communication and engagement plan that includes weekly written communication, bi-weekly verbal communication, and monthly Family Leadership Council. This is a solid foundation to build when more multilingual families are added to the school community.

The evaluator recommends identifying an EL TOR per guidance from the IDOE in order to be prepared to best serve future English Learners at Rooted School Indy. Finally, RSI should consider joining the Wabash Valley Education Consortium (WVEC) for Title III support.

Data/Artifacts Reviewed

- Confidential student file review.
- Review of English Learners plan within school handbook.
- Interviews with administrative team and SPED Coordinator
- Parent focus group
- General education classroom observations.

Summary of Elements

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

Planning

Evidence indicates practice occurs among 0-25% of instructional staff.

b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs ELL students	Planning
	Evidence indicates practice occurs among 0-25% of instructional staff.
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.	Emerging
	Evidence indicates individuals are starting to create systems to support this practice for some ELL students.
d) ILP plans include student specific goal and plan for ongoing assessment of student progress.	Planning
	Evidence indicates practice occurs for 0- 25% of students with ILPs.
e) ILP plans explicitly identify needs for targeted instruction to align with student needs.	Planning
	Evidence indicates practice occurs for 0-25% of students with ILPs
Reinforcements	Refinements
No reinforcements at this time.	<ul style="list-style-type: none"> • Identify or hire EL TOR. • Join WVEC. • Revise EL student intake process in collaboration with front office staff. • Intake process must include: <ul style="list-style-type: none"> ○ Cumulative file checklist (per IDOE EL Guidebook p. 39). ○ Revised request for records form. ○ Good faith effort to obtain original HLS. ○ Support for guardians to assist in understanding and fully completing forms. ○ Records check on the STN site. • ILPs created in collaboration with classroom teachers and include specific language development goals. • EL Service plan must be implemented and differentiated by proficiency levels. • EL Service plan must include specific language support and development based on individual areas of need as outlined by the WIDA assessment results. • Classroom teachers need to be informed of the needs of their ELs (proficiency level, accommodations, modifications, ILPs).

Recommended Next Steps

Refer to the refinements section for next steps.

Closing

After analyzing key artifacts and staff survey results, engaging in interviews and focus groups with key stakeholders, and completing classroom observations, the evaluation team concluded that Rooted School Indy is consistently and faithfully fulfilling its mission. Through extensive focus groups with students and teachers and numerous interviews with staff members and parents, the evaluation team developed a deep respect for Rooted School Indy's innovative curriculum and its school culture. We witnessed a committed faculty and staff led by a dedicated leadership team.

As Rooted School Indy continues to develop and attempt to meet the vast needs of its students and community, there are opportunities for growth to not only strengthen instructional practices but codify systems as well. Below is a summary of **recommended next steps by indicator**:

- **4.1**
 - Create a “**formal**” system that ensures a **well-defined horizontal and vertical alignment** within and across grade levels and content areas that is prioritized and focuses on core learning objectives.
- **4.2**
 - Dedicate a professional development session on differentiated instructional practices.
 - School leadership should create an intentional monitoring cadence for visiting classrooms.
- **4.5**
 - Establish a documentation protocol that captures how professional learning opportunities are not only determined through the analyses of student outcome data but how the professional learning opportunities are **clearly** linked to **more than one** strategic objective or school improvement goal.
- **4.7**
 - Revisit systems/processes that capture student input to ensure their voices are heard. Especially regarding input related to extra/co-curricular activities.

- **4.9**
 - Provide professional development opportunities and time for general education and special education teachers to develop a deeper understanding of specially designed instruction and how this instruction can be used in the general education setting to meet IEP goals and curricular objectives. In addition, Rooted School Indy should consider goal-writing professional development specific to individualized education plans for special education teachers and public agency representatives.

One possible example that could be used as a resource:

<https://instrc.indiana.edu/pdf/Handout%20Skill%20Based%20Annual%20Goals%20EXAMPLE%20Regional%20Training%202017.pdf>

- **4.10**
 - Identify or hire EL TOR.
 - Join WVEC.
 - Revise EL student intake process in collaboration with front office staff.
 - Intake process must include:
 - ✓ Cumulative file checklist (per IDOE EL Guidebook p. 39).
 - ✓ Revised request for records form.
 - ✓ Good faith effort to obtain original HLS.
 - ✓ Support for guardians to assist in understanding and fully completing forms.
 - ✓ Records check on the STN site.
 - ILPs created in collaboration with classroom teachers and include specific language development goals.
 - EL Service plan must be implemented and differentiated by proficiency levels.
 - EL Service plan must include specific language support and development based on individual areas of need as outlined by the WIDA assessment results.
 - Classroom teachers need to be informed of the needs of their ELs (proficiency level, accommodations, modifications, ILPs).

The evaluation team would like to thank the Rooted School Indy community for the kindness shown by all during our visit. We are incredibly grateful for the opportunity to serve Rooted School Indy.