

Will Street Education Services: CQ4 Report Prepared for Office of Education Innovation

Tindley Summit Academy - Fourth Year Eval (Mid-Charter in the first term)

December 2023

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Our Vision in Tindley Schools is to transform the quality and culture of scholars through rigorous academic success and strong academic partnerships that will lead to post-secondary success.

Site Visit Overview

Tindley Summit opened in 2014 and is one of two elementary schools in the network. It was renewed for a second charter term in 2020. Dr. Ashley Ushi (Principal) wants to provide the best educational opportunities to scholars and believes in everyone working together. Dr. Ushi has expertise in educational leadership, SPED, and curriculum. She works in collaboration with her leadership team; Ms. Whitney Smith (Assistant Principal) and Mr. Anthony Wallace (Dean of Students). Dr. Ushi understands the importance of building community. She is visible in the school and community and has worked diligently to develop trust and create a sense of transparency and shared purpose with staff, students, families, and community members. The leadership team members are visionaries. They have common goals around academics and culture. They generate inspiration, motivation, and excitement that permeates throughout the building. Dr. Coopriker met with them on three separate occasions (1:1 pre-site meeting, family night, and site visit). Each encounter included rich conversations grounded in problem-solving, promoting equitable opportunities for all students, and relentless passion. They persevere and lead change. Tindley Summit has endured staffing obstacles which can directly contribute to lower gains in student achievement. Dr. Ushi not only understands this as a challenge, but she also led a workshop about it and required all staff to participate, reflect, and commit to increased staff attendance and professionalism. Those areas have improved and now there is a heightened focus on academic performance. There are approximately 235 students (a significant Haitian Creole population) and 30 staff members. Since most of the staff are relatively new to Tindley Summit and the student population is shifting, the teaching team shared strong opinions about the ELA and Math curriculum, especially regarding their skills to use it effectively as well as its ability to meet the needs of all learners.

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[IDOE School Performance Report](#)

[Tindley Summit Academy Self Assessment](#)

OEI Ratings Summary for Each Indicator for Core Question 4: Is the school providing the appropriate conditions for success?

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-indication and an indicator rating summary can be found below.

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

Tindley Summit Academy Findings 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?	Approaching Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching Standard
4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	Not Applicable
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?	Meets 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 practices?	Exceeds Standard
4.10. Is the school implementing best practices related to access and services for students with limited English proficiency?	Exceeds Standard

Indicator 4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Overall Indicator Evaluation: Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
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<p>a) The curriculum used across all academic areas is rigorous, evidence-based, and aligned with state standards. Rating: Emerging - Evidence indicates the practice is in place in some areas</p>	Emerging (2)
<p>b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups. Rating: Implementing - Evidence indicates some shared systems exist to support the implementation of the practice</p>	Implementing (3)
<p>c) The school regularly reviews instructional curriculum maps to ensure the presentation of content is aligned with learning objectives. Rating: Implementing - Evidence indicates some shared systems exist to support the implementation of the practice</p>	Implementing (3)
<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. Rating: Emerging - Evidence indicates individuals are starting to create systems to support the practice</p>	Emerging (2)
<p>e) Instructional staff have access to provided materials to deliver the curriculum effectively. Rating: Implementing - Evidence indicates practice occurs among 50-89% of instructional staff</p>	Implementing(3)
<p>f) Instructional staff understands and uniformly uses curriculum documents and related program materials to deliver instruction effectively. Rating: Implementing- Evidence indicates practice occurs among 50-89% of instructional staff</p>	Implementing (3)

Indicator 4.1 - Summary of Findings

Tindley Summit Academy does not meet the standard for Indicator 4.1 with 16/24 points (66%).

Tindley Summit Academy (TSA) utilizes networked curriculum resources housed in the Tindley hub. The core curriculum includes Achievement First for ELA and Math, Orton Gillingham, Cereal City Science, IDOE ILEARN website, Humanities materials, as well as electives resources.

More than 80 artifacts were submitted and reviewed for this indicator along with a school-wide teacher focus group, teacher survey, classroom observations, and leadership interviews. The TSA Assistant Principal and Academic Coach conducted a systematic review of curricula during the summer and teachers can participate in summer committees for standards alignment and blueprint reviews. Analysis for student performance gaps is part of the overall 23-24 strategic plan which is tracked on a dashboard and aligned to school year goals. Teacher survey data indicates that 80% of teachers agree they have access to curriculum to effectively deliver instruction. Tech tools database provides the following resources; ReadWorks, ReadTheory, Xtramath, IXL, NearPod, and Khan Academy. Teachers also believe Orton Gillingham is meeting the needs of the students and would like it to be expanded through grade 5. Core learning objectives were not listed on scope and sequence - only lessons.

While teachers agree they have access to curriculum resources, they stated they don't know how to fully use them. A majority of teachers (90%) do not believe Achievement First is the right curriculum for the growing student population of Haitian Creole students. In their opinion, Achievement First is not aligned to the state standards and it doesn't have a workbook/textbook component. For them, workbooks and textbooks would give them a critical tool to meet their learners' diverse needs and abilities. However, without utilizing Achievement First, there is no longer a curriculum guide, leaving teachers to pull curriculum at random from websites like K5 Learning or Teacher Pay Teachers. In many instances, this curriculum failed to target a specific learning object and it was aligned to the Common Core instead of Indiana State Standards and did not reach the depth of knowledge of the actual Indiana Standard. In addition, EdReports data indicates math is only partially aligned with Indiana state standards. Some evidence existed to signal how gaps in the curriculum were addressed. Also, limited teacher's guides for science.

Strengths:

- Bi-weekly meetings to review student performance, learning objectives, and content alignment
- High-impact Instructional Coaching and support aligned to academic goals and teacher needs
- 100% of lesson plans aligned to curriculum posted outside of classrooms
- Dedicated teacher resource room

Opportunities for Improvement:

- Address curriculum misalignment (Common Core State Standards vs. Indiana State Standards) issue
- Teachers desire a writing curriculum to support/prepare students for ILEARN
- [Resource: Storyboarding Your Curriculum](#)
- [Resource: It's Time for Curriculum Mapping 3.0](#)

Indicator 4.1
Data/Artifacts Reviewed

<p>2023-24 Master Calendars in English, Spanish, and Haitian Creole</p> <p>2023-24 Primary Assessment Calendar</p> <p>mClass Grade 3 BOY Dibels-TRC</p> <p>NWEA Data Documentation</p> <p>CogAt one pager</p> <p>Data Wall photo</p> <p>Common Core State Standards K-5</p> <p>See It. Name It. Do It. Observation & Feedback K, 2nd, and 3rd grade</p> <p>Tech Tools Database List -ReadWorks, ReadTheory, XtraMath, IXL, NearPod, Khan Academy - <i>list of online curriculum enrichment programs</i></p> <p>Tindley PD Calendar 2023-24</p> <p>PD Agendas 9/1/23 and 11/10/23</p> <p>Sign-in sheet for Orton Gillingham training</p> <p>Email from Ashley - 1-month Digital Learning Opportunity across TAS schools with \$300 incentive</p> <p>PD Agendas for August</p> <p>How to Access Tindley Curriculum House</p> <p>K-6 TSA Pacing Guides SY23-24</p>	<p>21-22 Guided Reading</p> <p>21-22 Humanities</p> <p>Closed Read</p> <p>Orton Gillingham</p> <p>IDOE - ILEARN website</p> <p>IDOE - English/LA website</p> <p>Units by grade level</p> <p>Foundational Documents</p> <p><i>Lesson Plan Templates</i></p> <p><i>21-22 Unit Overview</i></p> <p>IDOE - ILEARN website</p> <p>IDOE - English/LA website</p> <p>Art, Band, Choir, Drama, Computer, Music</p> <p>Grade 5-8 Instructional Materials Purchase List</p> <p><i>Guide to Implementing AF K-8</i></p> <p>K-4 Math Stories Guide: Table of Contents</p> <p>K-5 Math Math Story Problems Set</p> <p><i>K-8 Overview of Changes</i></p> <p>7th Grade Math Lab Curriculum</p> <p><i>8th Grade Math units</i></p> <p>23-24 Strategic Plan</p> <p>ELA and Math Vertical Articulation Guidelines</p>	<p>K, 1st, 3rd, 4th and Elective PLC agendas</p> <p>Cereal City Science</p> <p>7th Grade Science folder</p> <p>AF Units 1-8</p> <p><i>AF Sci Fundamentals of Instruction</i></p> <p>Building a Body of Evidence</p> <p>Explanation FOI Look for Feedback Cheat Sheet</p> <p>Explanation Tool TemplateProgram Overview MS</p> <p><i>Scope & Sequence MS Grade 7 Science</i></p> <p><i>8th Grade Science folder</i></p> <p><i>AF Units 1-8</i></p> <p><i>AF Sci Fundamentals of Instruction</i></p> <p><i>Building a Body of Evidence -</i></p> <p><i>Explanation FOI Look for Feedback Cheat Sheet</i></p> <p><i>Explanation Tool Template</i></p> <p><i>Program Overview MS Science 2019-20</i></p> <p><i>Scope & Sequence MS Grade 8 Science</i></p> <p>IDOE Science & Computer Science website</p> <p>Social Sciences 5th - 8th Grade folders</p> <p><i>Student Performance Expectations</i></p> <p><i>Intellectual Preparation Protocol</i></p> <p><i>Model Daily Resource</i></p>
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Indicator 4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Overall Indicator Evaluation: Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
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<p>a) The curriculum is implemented in all classrooms with fidelity. Rating: Emerging - Evidence indicates practice occurs among 26-49% of instructional staff.</p>	Emerging(2)
<p>b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas. Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</p>	Implementing(3)
<p>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. Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</p>	Implementing (3)
<p>d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles. Rating: Implementing - Evidence indicates some shared systems exist to support the implementation of the practice in most areas</p>	Implementing (3)
<p>e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement. Rating: Implementing - Evidence indicates some shared systems exist to support the implementation of the practice in most areas</p>	Implementing (3)
<p>f) Instructional practices are intentionally designed to validate and affirm the culture of students. Rating: Implementing - Evidence indicates some shared systems exist to support the implementation of the practice in most areas</p>	Implementing (3)
<p>g) Staff receive explicit feedback on instructional practices on an ongoing basis Rating: 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 is monitored by school leaders at defined levels.</p>	Sustaining (4)

Indicator 4.2 - Summary of Findings

Tindley Summit Academy is approaching the standard for Indicator 4.2 with 21/28 points (75%).

Tindley's mission statement aims to empower students to become successful learners. Classroom observations confirmed instructional strategies are in place to empower students. Lesson plans are aligned to the curriculum with real-world applications. The evaluation team observed teachers delivering lessons that included strong academic vocabulary, gradual release of cognitive load (I do, we do, you do), academic and motivational narration, setting and reinforcing what-to-do directions, checking for understanding, think-aloud, modeling, call and response, cooperative learning, bilingual instruction, small-group reteaching, and stamping key points. 40% of teachers feel there needs to be more PD offered to support staff in culturally relevant practices. Several examples of curriculum being implemented with fidelity, but some inconsistencies with ELA.

89% of teachers agreed there is a common lesson plan format. Lesson plans are uploaded weekly to the School Mint Grow platform and the leadership team shares an internalization protocol. Annotated lesson plans were present in the online portal and most classrooms with clearly communicated learning objectives. Teacher survey data indicated teachers annotate, use resources from K5 and TPT as well as outline and highlight to internalize their lesson plans. Leadership provided multiple artifacts to confirm staff receive explicit feedback on instructional practices including a tiered support coaching system (Tier 1 - two teachers, Tier 2 - thirteen teachers, Tier 3 - three teachers). Classroom observations and feedback documents were also provided to our team. The professional development calendar demonstrated focused topics based on formative assessment data analysis. Teacher focus group data indicated lesson plans are housed in the portal, but no customizations or differentiation is shared. Some teachers shared they use centers, digital resources, aggressive monitoring, group work, multiple texts, and checking for understanding to differentiate. Additionally, exit tickets, graphic organizers, Cornell notes, and other supplemental curriculum materials were observed. Fall SEL results (70.8% completion rate) show student data is collected to inform instruction. The leadership team is highly engaged in classroom instruction (covering for staff shortage) and solid evidence of relationship with students.

Strengths:

- Coaching cycles
- Academic Dashboard used to track performance and growth
- Mid-Quarter Check-In Surveys

Opportunities for Improvement:

- [Resource for focusing on Depth of Knowledge Model](#)
- [Resource to implement differentiated instruction](#)
- Consider shifting desk formation for increased on-task behavior
- Maximize instructional time through increased authentic student engagement and in-the-moment instructional shifts

Indicator 4.2
Data/Artifacts Reviewed

<p>2023-24 School Calendars - Haitian Creole, Spanish, English See It. Name It. Do It. Observation & Feedback K, 2nd, and 3rd grade Tindley Curriculum 2023-24 K-4 ELA & Humanities 21-22 Guided Reading 21-22 Humanities Closed Read Orton Gillingham IDOE - ILEARN website IDOE - English/LA website 5-8 ELA Units by grade level Foundational Documents Lesson Plan Templates - <i>only one document opens</i> 21-22 Unit Overview - <i>cannot open</i> IDOE - ILEARN website IDOE - English/LA website Electives Art, Band, Choir, Drama, Computer, Music IDOE Science & Computer Science website Social Sciences 5th - 8th Grade folders <i>Student Performance Expectations</i> <i>Intellectual Preparation Protocol</i></p>	<p>Math K-5 Grade 5-8 Instructional Materials Purchase List Guide to Implementing AF K-8 - <i>does not open</i> K-4 Math Stories Guide: Table of Contents K-5 Math Math Story Problems Set K-8 Overview of Changes -<i>cannot open</i> Math 7-8 7th Grade Math Lab Curriculum 8th Grade Math units - <i>cannot open</i> Cereal City Science 7th Grade Science folder AF Units 1-8 <i>AF Sci Fundamentals of Instruction</i> <i>Building a Body of Evidence</i> <i>Explanation FOI Look for Feedback Cheat Sheet</i> Explanation Tool Template <i>Program Overview MS Science 2019-20-</i> <i>Scope & Sequence MS Grade 7 Science</i> 8th Grade Science folder AF Units 1-8 AF Sci Fundamentals of Instruction Building a Body of Evidence Explanation FOI Look for Feedback Cheat Sheet Explanation Tool Template <i>Model Daily Resource</i></p>	<p>180 Days of Educational Neuroscience Scope and Sequence - Lori DeSautels, Ph.D How to Access Tindley Curriculum House K-6 TSA Pacing Guides SY23-24 Tindley Elementary Assessment Calendar Dibels/TRC BOY Grade 2 Classroom Summary Common Core Assessment Guidelines Grade K-5 NWEA student assessment reports CogAT promotional 1 pager for families NWEA MAP Practice Test for 2nd Grade Data Wall photo Email to staff re: plan for progressing monitoring Tier support for teachers 1-pager TSA Academic Dashboard Quick View 2023-4SY Tindley School Teacher Evaluation Plan - 2023-24 SY Classroom Evaluation tracker Daniels Framework for Teaching - Resource Guide for Teacher Evaluations <i>Lesson Plan uploads</i> Staff Survey Student Survey <i>Scope & Sequence MS Grade 8 Science</i> <i>Program Overview</i> <i>Program Overview MS Science 2019-20</i> Employee Handbook</p>
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Indicator 4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	Not Applicable
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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.	Not Applicable
b) A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.	Not Applicable
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.	Not Applicable
d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.	Not Applicable

Indicator 4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Overall Indicator Evaluation: Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
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<p>a) Assessments utilized are well aligned to learning standards.</p> <p>Rating: Emerging - Evidence indicates the practice is implemented in some areas.</p>	Emerging (2)
<p>b) Assessments utilized are varied to support a wide range of student learning styles and abilities.</p> <p>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</p>	Implementing (3)
<p>c) Assessments utilized provide student-level data focused on growth and proficiency.</p> <p>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</p>	Implementing (3)
<p>d) Assessments are administered with sufficient frequency and results are provided on time.</p> <p>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</p>	Implementing (3)
<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>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</p>	Implementing (3)

Indicator 4.4 - Summary of Findings

Tindley Summit Academy is approaching the standard for Indicator 4.4 with 14/20 points (70%).

Assessment is a part of the culture at TSA. Exemplars line the wall of the upper elementary hallway providing students with concrete examples of what is expected of them as well as a model for how to complete the task. Some lower elementary classrooms had students explaining the thinking behind their answers as well as using diagrams, charts, and tables to show metacognition. Formative and summative data evidence was provided to the team along with PLC and PD agendas demonstrating a commitment to reviewing student-level data to monitor growth and performance. Assessment results are shared on multiple platforms and inform the instructional coaching cycle as well as follow the assessment calendar. Teachers want unit assessments that are easily accessible. Teacher survey data named the use of formative and summative assessments as well as end-of-unit assessments, but they can be difficult to locate in the current hub. Some upper elementary teachers stated they have to create their assessments and they would like it more streamlined. The leadership team is working at the lower elementary level to make sure both the teachers and the students understand the standard and putting team teachers in kindergarten and first grade to support teaching in the moment and building mentors for the staff. PLCs are organized around grade bands to allow for assessment data analysis. Opportunities exist to continue to provide students with different opportunities to demonstrate their knowledge based on variability in students' cultural and linguistic backgrounds. Our team also noted the Pacing Guide references lessons, but not objectives. Some assessments lack the rigor of the standard.

Strengths:

- Essential routines created by the Leadership team to streamline and standardize practices
- Data Wall & Data protocol for PLC
- Exemplars for testing items
- ILEARN analysis documents

Opportunities for Growth:

- Increase depth of knowledge questions and have students cite evidence from the text when answering questions
- Anticipate misconceptions and create a monitoring pathway that includes a coding system to affirm answers
- Ensure exit tickets align to the upcoming interim assessment
- [Resource to increase checking for understanding](#)
- [Resource to support classroom-based progress monitoring](#)

Indicator 4.4
Data/Artifacts Reviewed

<p>2023-24 School Calendars - Haitian Creole, Spanish , English Tindley Elementary Assessment Calendar 2023-24 Employee Handbook 2023-24 Progress Report Schedule 23-24 Strategic Plan Formative Assessments Cornell notes - Grade 3 sample Cornell notes - Grade 5 sample Student Data Folder sample - Grade 1 report card Student Data Folder sample - Grade 2 Engage NY Exit Ticket Student Data Folder sample - Grade 3 Student Summary - IXL Student Data Folder sample - Grade 3 Engage NY Exit Ticket</p>	<p>Student Data Folder sample - K Student Information Sheet Common Core Assessment Guidelines Grade K-5 Summative Assessments Dibels/TRC BOY Grade 2 Classroom Summary Dibels/TRC BOY Grade 3 Classroom Summary <i>NWEA student assessment reports</i> 2018-2019 and 2020-2021 ILearn Overview - Title 1 TSA Academic Dashboard Quick View 2023-4SY See It. Name It. Do It. Observation & Feedback K, 2nd, and 3rd-grade CogAT promotional flier for families NWEA MAP Practice Test for 2nd Grade Data Wall photo Email to staff re: plans for progressing monitoring Tier support for teachers 1-pager</p>	<p>Focus Groups Tindley PD Calendar 2023-24 PD Agenda 11/10/23 PD Agenda 9/1/23 Sign in sheet for Orton Gillingham training Email from Ashley - 1-month Digital Learning Opportunity across TAS schools with \$300 incentive PD Agendas for the beginning of school year PLCS Weekly PLC meetings document PLC meeting notes - K, 1, 4, and Electives PLC meeting norms - <i>cannot open</i> PLC meeting protocol Staff Survey Student Survey</p>
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Indicator 4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Overall Indicator Evaluation: Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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<p>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. Rating: Sustaining - Evidence indicates shared systems to support the practice are embedded into the culture of the school, implemented with fidelity</p>	Sustaining (4)
<p>b) Hiring processes are well organized and used to support the success of new staff members. Rating: Implementing - Evidence indicates practice occurs among 50-89% of staff.</p>	Implementing (3)
<p>c) Staffing levels adequately allow staff to maximize instructional time and capacity. Rating: Implementing - Evidence indicates practice occurs among 50-89% of staff.</p>	Implementing (3)
<p>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. Rating: Implementing - Evidence indicates practice occurs among 50-89% of staff.</p>	Implementing (3)
<p>e) Professional learning opportunities are offered regularly to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners. Rating: Emerging - Evidence indicates the practice is in place in some areas.</p>	Emerging (2)
<p>f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals. Rating: Sustaining - Evidence indicates the practice is fully implemented across all areas.</p>	Sustaining (4)
<p>g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria. Rating: Sustaining - Evidence indicates the practice is fully implemented across all areas.</p>	Sustaining (4)

Indicator 4.5 - Summary of Findings

Tindley Summit Academy meets the standard for Indicator 4.5 with 23/28 points (82%).

The leadership team is dedicated to human resources. Significant work has been done on the overall hiring process as well as addressing staff professionalism challenges. Revised job descriptions have been implemented along with a common rubric for interviewing. A PD session was developed and focused on teacher absenteeism and its impact on student achievement. A system of accountability is in place to ensure staff members are in attendance and aligned with policy in the staff handbook. Students in the focus group also said there have been issues with how the teachers worked together in the past. Teachers shared that human resources should also be a priority. Many of their onboarding experiences were very different and leadership has taken this data to streamline school-level onboarding. Veteran teachers shared their “why” for joining Tindley and named the network-wide Summer Institute should be more like it was a few years ago. They stated the Summer Institute was rigorous and it was organized in a way that supported them in learning about the cultural norms and values of being a Tindley teacher. Some teachers believed being a Tindley teacher was a “brand” that represented rigor, high expectations, and excellence. Those same teachers believe the brand has been weakened and anyone can now be a Tindley teacher.

Leadership and teacher focus group data showed a staff shortage at TSA. While there are two academic coaches on site, one is teaching in a classroom due to staffing shortages. The administration is also covering for a shortage of staff members. Additionally, over 50% of the student population is ELL. Teachers believe the current staffing structure doesn’t support the needs of the student population. It should be noted that a new ELL teacher was hired in November. Student data informs professional learning opportunities. PDs are differentiated by grade level teams and all staff members are engaging in a book study, Teach Like a Champion 3.0. Digital learning opportunities with Learning Lab are available to all teachers with a \$300 incentive. The staff evaluation process includes target coaching and is consistently implemented based on teacher feedback and supporting artifacts. The Get Better Faster Scope and Sequence is combined with the Charlotte Danielson model. The same domains guide PLCs and PD. The teacher survey results showed only 60% of teachers believe they have the instructional strategies needed to differentiate the needs of all learners and deliver culturally relevant lessons. Plans for differentiated instruction (12/1) and Culturally Responsive Teaching with MLL and SE (12/8) were shared as upcoming professional learning opportunities.

Strengths:

- Hiring processes & accountability of handbook policies
- Staff evaluation process
- Professional learning opportunities aligned to strategic plan

Opportunities for Improvement:

- [Resource to build teacher capacity in CRT](#)
- [Teaching Up - A Way Forward](#)

Indicator 4.5
Data/Artifacts Reviewed

<p>2023-24 Strategic Plan Dr. Ushi Welcome Presentation 2023-24 Events Calendar Attendance-Discipline update Tracker New Teacher Onboarding Schedule Staff Information Sheet sample Instructional Staff schedule TSA Bell Schedule Interview Rubric Situational Questions PLC meeting norms Emerging Leaders Academy Year 1 Application Master Teacher Roles and Responsibilities Tier Support for Teachers Job Descriptions Behavioral Specialist Dean of Students Electives Teacher Upper Elementary Teacher Careers Page on website</p>	<p>Org Chart Information Org Chart email Tindley Org Chart 2023-24 Policy and Onboarding samples 2023-24 Employee Handbook Ashley Ushi Onboarding Schedule <i>Candidates - Indeed HR System</i> Paylocity HR System PDF Professional Development Opps PD Agendas - 9/1, 11/10, 12/1 Elementary Administrator Network email confirmation Gifted Education in Independent Schools - Gifted Summit 2023 Conference Program Guide TAS High Ability Steering Committee slide deck Professional Development Request Form New Teacher Orientation Agenda OG training sign in sheet 2023-24 PD Calendar Welcome Back Agenda</p>	<p>Staff Credentials and Training CPR Training email Free Training Programs for staff email Tindley Teacher Institute License Quick View spreadsheet Math Track - Tindley Update email <i>Screenshot</i> Staff Qualification letter to families Staff Evaluations Classroom Evaluation Tracker Sheet Coaching & Evaluation Cycles Danielson Framework for Teaching - Resource Guide for Teacher Evaluations Final Teacher Scores tracker Danielson Framework Evaluation Form TAS - Teacher Evaluation Plan 2023-2024 <i>Attendance-Discipline Tracker</i> New Teacher Onboarding Schedule Staff Information Sheet Staff Survey</p>
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Indicator 4.6. Is the school's mission clearly understood by all stakeholders?	Overall Indicator Evaluation: Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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<p>a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.</p> <p>Rating: Implementing - Evidence indicates the practice is implemented in most but not all areas.</p>	Implementing (3)
<p>b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.</p> <p>Rating: Sustaining - Evidence indicates the practice is fully implemented for all key families and stakeholders.</p>	Sustaining (4)

Indicator 4.6 - Summary of Findings

Tindley Summit Academy meets the standard for Indicator 4.6 with 7/8 points (87%).

Focus group interviews with all stakeholders demonstrated a strong commitment to the mission of TSA. Dr. Coopriider attended family night on Dec. 4th and was able to talk individually with parents and students. Several upper-level students indicated they chose to stay at the school since Kindergarten. They believe their opinion is valued and this is a better school for them. They did say that the hardest part about the school recently is the teachers changing all the time. Even with that issue, the same 5th-grade student said, "I am important here. My principal cares what I think and listens to me and my friends when there is something not going right." Parents appreciate the way families are invited to come into the school and meet with the teachers to understand what is happening in each classroom. They like the Meet the Teacher night, and Back to School nights and use the monthly events calendar to learn about ways they can engage with the school. Families pick TSA because of the mission of the school. Across the board, stakeholders shared knowledge about the mission of TSA that aligned with the staff and student handbooks.

Stakeholder survey data showed that 80% of the stakeholders feel invested in the mission of the school. A strong partnership with CAFE is in place to support families with much-needed resources. Other partnerships include; G.R.E.A.T, Emmanuel Missionary, Baptist church, Boys & Girls Club, Brave Before and After Care program, Indiana Council for Tutoring, EmpowerHub, and Meridian Health services. Panorama surveys are completed at the Beginning of the Year and End of the Year to capture students' voices and collect perspective data about teaching, learning, culture, climate, and classroom experiences. Climate surveys were also shared with the team.

Strengths:

- Community Partnerships

Opportunities for Growth:

- [Resource to continue to develop opportunities for parent partnership](#)

Indicator 4.6
Data/Artifacts Reviewed

2023-24 School Calendars - Haitian Creole, Spanish , English
 2023-24 Strategic Plan
 2023-24 Employee Handbook
 Tindley Summit 2023-24 Events Calendar
 OEI Innovation Academic Compliance Mtg Agenda/Notes
 Tindley Summit Academy website
 Meet the Teacher Night 1 Pager
 Coaching and Evaluation slide deck
 Title One Meeting Handout
 TSA Events Tracker
 Stakeholder Survey
 Focus group data

Family Community Engagement
 Athletics
 Basketball flier
 Cheer and Pom Pom Schedule
 Flag Football - Playworks flier
 Summit Boys Basketball Schedule
 Flyers
 Weekly Parent Newsletter sample
 Partnerships
 Boys & Girls Club Application
 Before & After School Youth
 Programming

Cafe Community Alliance Agenda
 Emmanuel Missionary Baptist Church Champions
 Mentor Group
 Girls Inc.
 G.R.E.A.T Elementary Families letter
 Indiana Council on Educating Students of Color
 Meridian Health Services Consent Form
 Hop, Skip, Drive - Transportation vendor email
 Sign in Sheets
 Back to School sign in sheet
 Meet the Teacher Night sign in sheet
 Parent Meeting sign in sheets

Indicator 4.7. Is the school climate responsive to the needs of students, staff, and families?	Overall Indicator Evaluation: Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
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<p>a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.</p> <p>Rating: Sustaining - Evidence indicates shared systems to support the practice are embedded into the culture of the school.</p>	Sustaining (4)
<p>b) Culturally responsive and evidenced-based interventions are explicitly identified and implemented throughout the school to support the needs of students.</p> <p>Rating: Implementing - Evidence indicates practice occurs among 50-89% of staff.</p>	Implementing (3)
<p>c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are communicated to and implemented by all staff.</p> <p>Rating: Implementing - Evidence indicates practice occurs among 50-89% of staff.</p>	Implementing (3)
<p>d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.</p> <p>Rating: Sustaining - Evidence indicates the practice is fully implemented by all key stakeholders.</p>	Sustaining (4)

Indicator 4.7 - Summary of Findings

Tindley Summit Academy meets the standard for Indicator 4.7 with 14/16 points (87%).

Solid evidence of the MTSS framework including screening, progress monitoring, multi-level prevention, and data-based decision-making tracked by a dashboard. Every Friday, a community circle meeting takes place at the school. This space provides the structure for the entire school community to celebrate together as well as productively work through challenges. All stakeholders named this a best practice and the students would like even more opportunities to lead within this space. Multiple after-school clubs and sports are available to engage students socially, emotionally, cognitively, and academically. Family outreach happens at multiple levels and is supported by staff surveys, student surveys, and parent feedback. The Elementary Scholar and Family Handbook is used to set and reward expectations. Discipline data is tracked and PD is provided by the Dean to increase restorative justice practices. The behavior specialist provides targeted support. Classroom teachers use ClassDoJo to support social-emotional learning. Teachers are recognized through The Teacher of the Year award and the You Make a Difference award. Gifted programming is a priority for leadership.

86% of students believe their teachers care about them. Student focus group data included multiple qualitative examples of students sharing ways their teachers and other staff members went above and beyond for them. Students indicated they felt safe at school and it felt like family.

Strengths:

- MTSS system and implementation, partnerships to support strong relationships, specialized staffing to support strong adult-student relationships

Opportunities for Growth:

- [Resource: Continue to develop culturally responsive interventions](#)

Indicator 4.7
Data/Artifacts Reviewed

<p>2023-24 School Calendars - French, Spanish , English 2023-24 Events Calendar & Website Staff & Student Surveys Smile Indiana Mobile Dentists PTO Sign Up Sheet Summer School Family Survey TSA Field Trip Permission Form TSA Family EOY 22-23SY Family/School Relationship Survey questions/responses TSA Family/School Relationship Survey questions/responses Transportation Partner email VIsion/Hearing Screening email Annual MLL Family Night Discipline Interventions & Data Tracker <i>BIP & FBA Template</i> TSA Student Council Application 2023 Meridian Health Services Patient Registration Form Family Climate supporting docs Network Panorama - BOY Fall 2023 Tindley Evaluation Plan 2023-24 MTSS Dashboard Student Climate docs Panorama Survey CATAS Shadow Day email</p>	<p>Handbooks 2023-24 Employee Handbook Tindley Elementary Scholar Handbook 2023-24 Translated TSA Field Trip Permission Form TSA Events Tracker Professional Development Opps PD Agendas - 9/1, 11/10, 12/1 Elementary Administrator Network email confirmation Gifted Education in Independent Schools - Gifted Summit 2023 Conference Program Guide TAS High Ability Steering Committee slide deck Professional Development Request Form New Teacher Orientation Agenda OG training sign in sheet 2023-24 PD Calendar Welcome Back Agenda Tindley Teacher Institute - Network Agenda - Breakout Sessions SE Support Schedule Cockrell SE Schedule Lewis SE Schedule Staff Climate docs Mid Quarter Survey Responses TSA Summer School TSA Yearly Field Trips</p>	<p>Staff Evaluations - Domain 2 Boys & Girls Club Application Before & After School Youth Programming Cafe Community Alliance Agenda Emmanuel Missionary Baptist Church Champions Mentor Group Girls Inc. G.R.E.A.T Elementary Families letter Indiana Council on Educating Students of Color Meridian Health Services Consent Form Hop, Skip, Drive - Transportation vendor email TSA Summer School Newsletter Staff Sign in sheet SS Attendance & Grading tracker Welcome Back PD <i>SS Grading Policy</i> <i>SS Letter EN version</i> <i>SSC Notification Letter</i> SS Roster tracker SS Weekly Overview doc SOP Room Set up doc <i>TAS Field Trip Request form</i> Tech Tools database list TSA Family EOY 22-23SY Survey Network Panorama - BOY Fall 2023</p>
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Indicator 4.8. Is ongoing communication with students and families clear and helpful?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<p>a) An active and ongoing system of communication between the school and family members in place. Rating: Sustaining - Evidence indicates the practice is fully implemented for all families.</p>	Sustaining (4)
<p>b) Procedures for responding to the concerns of families are clearly defined and implemented by all school staff and validated by families. Rating: Sustaining - Evidence indicates the practice is fully implemented for all families.</p>	Sustaining (4)
<p>c) Families are regularly informed in their native or home language of their student’s academic and behavioral strengths and areas of need. Rating: Sustaining - Evidence indicates the practice is fully implemented for all families.</p>	Sustaining (4)
<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. Rating: Sustaining - Evidence indicates the practice is fully implemented for all families.</p>	Sustaining (4)

Indicator 4.8 - Summary of Findings

Tindley Summit Academy exceeds the standard for Indicator 4.8 with 16/16 points (100%).

100% of families from the stakeholder survey named the school communicates all important information in their preferred language. Families focus group data also named teachers and administration consistently reach out to them with concerns and celebrations regarding their child's academic and behavioral progress. Newsletters, parent/teacher conferences, progress and report cards, and translated documents were cited as tools the school uses to stay in touch along with phone calls, emails, texts, and in-person meetings. One parent said, "Much of the communication comes from Ms. Tracey, the school social worker. She connects our family to resources." A formal grievance policy is in place to address concerns. Family school partnerships are promoted with specialized events including Grandparents Day, Monster Bash, Donuts with Dad, Holiday Extravaganza, Traditional Culture Day, Movie with Moms, and Field Day. All stakeholders named Class DoJo as a tool that has improved communication and families also like how the school stays in touch with them over the summer. Over 75 artifacts were submitted and reviewed for this artifact. It is indeed a strength for TSA. No recommendations for growth.

Additional resources to build on the positive work that you have already done.

[Resource: Unite for Literacy](#)

[Resource: Voice of America: Learning English](#)

Indicator 4.8
Data/Artifacts Reviewed

<p>Stakeholder Survey</p> <p>Staff Survey</p> <p>2023-24 Strategic Plan tracker</p> <p>2023-24 School Calendars - French, Spanish , English</p> <p>2023-24 Events Calendar</p> <p>Tindley Summit Academy website</p> <p>Class Dojo Family Communication example</p> <p>TSA Parents Grievance Policy</p> <p>2023-24 Progress Report Schedule</p> <p>Staff Qualifications letter</p> <p>TAS Elementary Scholar and Family Handbook - Genesis & Summit</p> <p>OEI Academic Compliance Agenda</p> <p>TSA 23-24 Parent Notice of Teacher Qualifications letter</p> <p>Meet the Teacher Night 1 Pager</p> <p>Coaching and Evaluation slide deck</p>	<p>Title One Meeting Handout</p> <p>TSA Events Tracker</p> <p>Family Community Engagement</p> <p>Athletics</p> <p>Basketball flier</p> <p>Cheer and Pom Pom Schedule</p> <p>Flag Football - Playworks flier</p> <p>Summit Boys Basketball Schedule</p> <p>Flyers</p> <p>Weekly Parent Newsletter sample</p> <p>Partnerships</p> <p>Boys & Girls Club Application</p> <p>Before & After School Youth Programming</p> <p>Cafe Community Alliance Agenda</p> <p>Emmanuel Missionary Baptist Church Champions Mentor Group</p> <p>Girls Inc.</p> <p>G.R.E.A.T Elementary Families letter</p>	<p>Indiana Council on Educating Students of Color</p> <p>Meridian Health Services Consent Form</p> <p>Hop, Skip, Drive - Transportation vendor email</p> <p>Handbooks</p> <p>2023-24 Employee Handbook</p> <p>Tindley Elementary Scholar Handbook 2023-24</p> <p>Survey Data</p> <p>Mid Quarter Check In Survey</p> <p>Panorama Survey Completion rate</p> <p>Teacher Feedback Survey</p> <p>Teacher of the Year EOY email</p> <p>You Make a Difference Survey email</p> <p>Conferences</p> <p>Parent Conferences email 10-23</p> <p>Parent Sign In 3-23</p> <p>Demographic Information Methods</p> <p>ELL Demographic data tracker</p> <p>Student Information Sheets</p>
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Indicator 4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practices?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student. Rating: Sustaining - Evidence indicates practice occurs for 90- 100% of students with IEPs.	Sustaining (4)
b) IEP plans include student-specific goals and plans for ongoing assessment of student progress. Rating: Sustaining - Evidence indicates practice occurs for 90- 100% of students with IEPs.	Sustaining (4)
c) IEP goals are rigorous and based on state and national learning standards. Rating: Sustaining - Evidence indicates practice occurs for 90- 100% of students with IEPs.	Sustaining (4)
d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance. Rating: Implementing - Evidence indicates practice occurs for 50-89% of students with IEPs.	Implementing (3)
e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs. Rating: Implementing - Evidence indicates practice occurs for 50-89% of students with IEPs.	Implementing (3)

Indicator 4.9 - Summary of Findings

Tindley Summit Academy exceeds the standard for Indicator 4.9 with 18/20 points (90%).

At the time of the report, there were approximately 22 students with exceptional needs enrolled. For this indicator, a review of all practices and procedures specific to special education services at Tindley Summit Academy as of December 2023 was completed. Data collected onsite: classroom observations, review of internal processes and documentation, review of confidential IEPs with the Exceptional Learners staff, interview with classroom teachers, and an interview with the school leadership team.

Using the *File Review Checklist*, 90% or more met the requirements outlined in the rubric. The auditing process revealed sufficient evidence to support the provision of compliant special education services for students with special needs currently enrolled at Tindley Summit Academy.

Evidence of training by Eric Gas, Director of Exceptional Learners, was reviewed on-site. Implementation of standard operating procedures for SPED files is in progress and during the file review evidence of implementation was observed and discussed.

Strengths:

- A standard operating procedure for reviewing and organizing files to ensure all required documentation is in each file and is currently being implemented across the network. Teachers are being trained on how to flag files with missing documentation and teachers and support staff are working to acquire required information.
- In-depth training manuals and professional development have been created by Eric Gas, Director of Exceptional Learners, and are being implemented across the network to ensure services for exceptional learners are provided by their IEPs.

Opportunities for Growth:

- Scheduled spot checks by all Exceptional Learning staff members should occur to make sure standard operating procedures continue to be implemented by all Exceptional Learning staff members.
- Professional development for all staff members should be scheduled throughout the school year to help all teachers support exceptional learners more effectively and to support students in reaching their IEP goals and be evaluated for effectiveness.

Indicator 4.9
Data/Artifacts Reviewed

<p>Interview with SPED Staff</p> <p>SE Coordinator credentials</p> <p>SE Professional Training opportunities</p> <p>SE Support Schedule</p> <p>Teacher of Record Retention documents</p> <p>Teacher of Record Transition Assessments</p> <p>ACR Review Sheet</p> <p>Article 7 EN</p> <p>Article 7 SP</p> <p>CAT-TAS Notice of Transfer of Rights</p> <p>Case Conference sign in sheet</p> <p>Change of Placement CC SOP - <i>cannot open</i></p>	<p>Dietary Modifications Form</p> <p><i>Enrollment of EL's SOP SPED doc</i></p> <p>IEP at a Glance Teacher Signature</p> <p>IREAD GCE Form</p> <p><i>Meeting Evaluation SOP SPED</i></p> <p>Navigating the Course - Spanish</p> <p>Notice of Case Conference - Spanish</p> <p>Notice of Procedural Safeguards</p> <p>Notice of Procedural Safeguards - Spanish</p> <p><i>Parent Admin RCC Agenda</i></p> <p><i>SE Co-planning template 21- 22</i></p>	<p>SMART Goal Checklist</p> <p><i>TAS Notice of IEP or 504 SPED</i></p> <p>Tindley Accel Schools 504 template</p> <p>TOR CC Checklist SOP</p> <p><i>TOR MDR Checklist</i></p> <p>Best Practices for a Healthy SPED program</p> <p>Teacher Service Minutes sample x2</p> <p>Mid-semester Director Review</p> <p>Special Education eligibilities</p> <p>Special Services Resource Materials</p> <p>Tindley Referral Form</p>
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Indicator 4.10. Is the school implementing best practices related to access and services to students with limited English proficiency?	Overall Indicator Evaluation: Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
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<p>a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students. Rating: Implementing - Evidence indicates practice occurs among 50-89% of instructional staff.</p>	Implementing (3)
<p>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. Rating: Implementing - Evidence indicates practice occurs among 50-89% of instructional staff.</p>	Sustaining(4)
<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. Rating: Emerging - Evidence indicates some shared systems exist to support the implementation of the practice in most ELL students.</p>	Implementing (3)
<p>d) ILP plans include student-specific goals and a plan for ongoing assessment of student progress. Rating: Sustaining - Evidence indicates practice occurs for 90- 100% of students with ILPs.</p>	Sustaining (4)
<p>e) ILP plans explicitly identify needs for targeted instruction to align with student needs. Rating: Sustaining - Evidence indicates practice occurs for 90- 100% of students with ILPs.</p>	Sustaining (4)

Indicator 4.10 - Summary of Findings

Tindley Summit Academy meets the standard for Indicator 4.10 with 18/20 points (90%).

At the time of the visit, there were 82+ EL students and potentially more enrolling. On the day of the visit a new ELL Teacher, Heather Hannum, was being onboarded to the school filling the vacancy of Mr. Powell, who left in September. Instructional coaches supported the instructional assistant serving students in the ELL classroom during the transition and administered WIDA.

Evidence of training designed by Eric Gas, Director of Exceptional Learners (newly given ELL as well), for all staff on ILP key terms and strategies to support ELL students was reviewed on site. Using the EL File Review Checklist 90% or more of ILPs reviewed included student-specific goals and identified targeted instruction to align with students' needs.

Strengths:

- A standard operating procedure for reviewing and organizing files to ensure all required documentation is in each file and is currently being implemented across the network. Teachers are being trained on how to flag files with missing documentation and teachers and support staff are working to acquire required information.
- In-depth training manuals and professional development have been created by Eric Gas, Director of Exceptional Learners and ELL, and are being implemented across the network to ensure services for exceptional learners are provided by their ILPs.

Opportunities for Growth:

- Effectively onboard new ELL teachers and provide opportunities to visit best practice schools across Indianapolis with similar demographics to create systems to support ELL students effectively with push-in and pull-out support.
- Adopt digital resources to support students in meeting their ILP goals to be able to differentiate for the diverse groups of ELL students.
- Create tri-lingual labeling in classrooms so students can learn frequently used words and items in their native language and English.
- Continue to build support systems and community nights to assist parents and guardians, particularly newcomers, to help them with resources and to learn how to support their students in reaching their learning goals.

Indicator 4.10
Data/Artifacts Reviewed

1:1 Follow-Up Conversation with Dr. Ushi (Jan. 12th)
Ballard & Tighe Workbooks
Trilingual resources
Interview with ELL Staff
Annual MLL Family Night in May
ELL Enrollment SOP
ELL Team Member Credentials
Learning Labs
6 Interactive Google Tools to Use Tomorrow
Double Entry Journal Annotation Strategy
From Objective to Assessment:
Vocabulary Graphic Organizers and Word Maps
What is the Science of Reading?

Teacher License
MLL Conference email
ELL Master Spreadsheet
ELL Program Plan
ELL Roster 2023-2024 SY
Observations for ELL Students
Tindley ELL Checklist spreadsheet

Beyond the Rubric

More Insights from Stakeholders

Academic	Climate and Culture	Resources/Support Systems
<p>Students say the best thing about their school is math and typing!</p> <p>Students would like a Spanish class.</p>	<p>Multiple students and families said the best thing about the school is the teachers because they care about them.</p> <p>Teachers would like the students to have more leadership opportunities.</p> <p>Students would like to have the Sneaker Ball.</p> <p>Students would like a voice in uniform rules.</p>	<p>Students want a swing and a pool.</p> <p>Some stakeholders want more opportunities for students to learn how to use computers.</p> <p>Families are interested in learning English</p>