



SCHOOL ORGANIZATIONAL
— S O L U T I O N S —
A DIVISION OF SYNERGISTIC TRANSFORMATIONS, INC.

Evaluation of the Indianapolis Mayor Sponsored Charter Schools

**Paramount Englewood School
Fourth Year Site Visit
December 5, 2022**

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School Background:

Paramount Englewood School is in its 4th year of operation as a tuition-free public charter school, currently serving students in grades 5-8 in Indianapolis, Indiana. Authorized by the Mayor of Indianapolis under the guidance of the Office of Education Innovation, the school first opened to students in August of 2019.

Paramount Englewood School (PEN) is one of four schools in the Paramount Schools of Excellence (PSOE) Network of Charter Schools. The PSOE Network also includes the Paramount Cottage Home School, serving students in grades K-6, and Paramount Brookside School, serving students in grades K-8, as well as the Paramount Online Academy, serving students virtually, in grades K-8.

Paramount Englewood School embraces the mission of the Paramount Schools of Excellence:

Empowering all students to persevere and achieve academic success in a culture of excitement, inclusion, and community collaboration.

Co-locating with Purdue Polytechnic High School Englewood (PPHS Englewood), Paramount Englewood School shares a separate space in the newly renovated historic “brownfield” PR Mallory Building, which produced dry cell batteries on the near eastside of Indianapolis for many years. Located in the Englewood neighborhood, on East Washington Street, Paramount Englewood School has a collaborative relationship with Purdue Polytechnic High School, offering students the ability to transition from the Paramount Englewood Middle School to PPHS Englewood, without changing locations. PPHS seniors help with PEN robotics projects, tutor and serve as mentors to PEN students.

The Paramount Schools of Excellence academic model is focused on the PSOE Five Pillars of Excellence that form the foundation, core beliefs, and expectations at Paramount Englewood. Teachers and staff at PEN are charged with advancing the Five Pillars of Excellence which are: Pillar I: Community; Pillar II: Values; Pillar III: Standards-Based Instruction; Pillar IV: Data-Driven Instruction; and Pillar V: Differentiation and Integrated Instruction.

Paramount Englewood School systematizes many of the benchmarks of the PSOE model, including strong standards based, data-driven instruction infused with differentiation, values, and community. Unfortunately, PEN lost 9 staff members shortly before school started in August 2022, in part due to the school’s strong academic success which, in the current competitive economic market, allowed staff members to pursue higher paying jobs. However, due to its strong systems and academic reputation, the school was able to hire a highly qualified principal

and fill the positions using systematized protocols to ensure that the successful school model was firmly in place.

Academic Program:

Paramount Englewood School utilizes a high-quality curriculum focused on the Indiana Academic Standards. The curriculum scope and sequence is designed in order of IDOE content strands. Standards based curriculum maps have been created to support weekly and daily lesson plan development and to ensure students are on pace to achieve the yearly learning expectations. Regular given normed assessments provide essential data that is used to track individual student mastery of the standards. PEN and the Network “Navigation” Team provide targeted professional development (based on student outcome data) to Paramount Englewood teachers. The network and school leaders endeavor to provide all students with highly qualified teachers.

When hiring a new teacher, the school first informs applicants of the expectation that 70% of all PEN students will pass ILEARN, the state standardized academic assessment. The PSOE Navigation Team offers incentives for all PSOE teachers to become highly qualified. To meet that goal the PSOE Network sponsors tiers of advancement for teachers, including Beginning teachers, who participate in the New Teacher Academy offering monthly professional development to all new hires at PEN, Teacher Leaders, who continue to receive training and coach newer teachers, 3) Master Teachers and/or Administration, where teachers continue to advance their roles in the organization and receive additional training and mentoring. There is also a PSOE partnership with Marian University to provide a pathway for teachers to participate in obtaining a Masters’ Degree through Marian’s Transition-To-Teaching program.

The standards based, data-driven curriculum at PEN is supplemented with numerous differentiated learning strategies, including project based learning and individualized digital learning to assist students with standards mastery. The school also offers regular and consistent tutoring for at-risk students, as well as enrichment for high -performing students.

Student Demographics:

Special Student Categories	Percent
High Ability	3%
Special Education	23%
English Language Learners	10%
Free/Reduced Lunch	74%

Student Demographics	
Amer Indian or Alaskan	<0%
Black (African American)	55%
White	17%
Hispanic	17%
Mixed Racial	9%
Asian	2%

Historical Performance:

Academic Performance:

Academic Performance Data	Percent Pass	Percent Pass
	2020-2021	2021-2022
ELA	40%	52%
Math	32%	50%

Attendance/Enrollment:

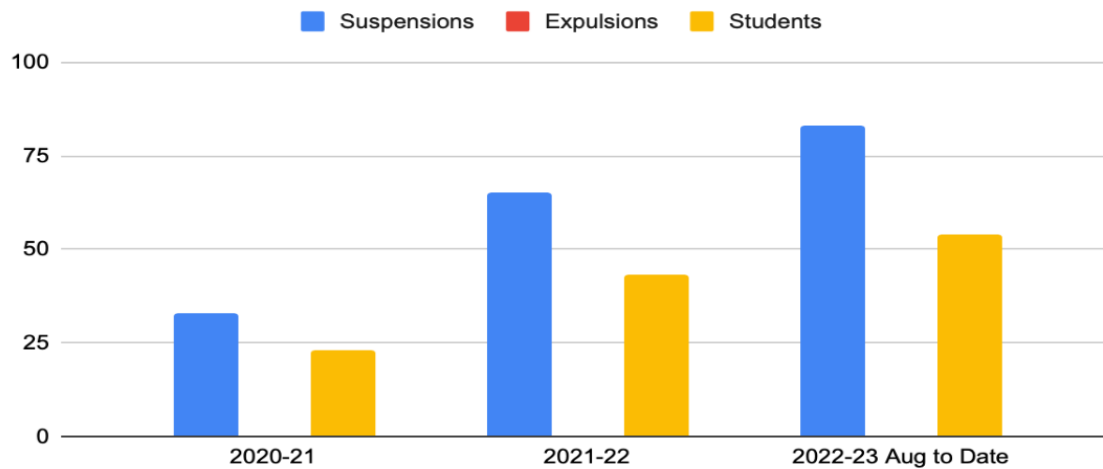
Attendance Data:	
Year	Percent
2020-21	94%
2021-22	87%

PEN Enrollment Data	
Fall 2020	187
Fall 2021	209
Fall 2022	239

Discipline Data:

Discipline Data			
	2020-2021	2021-2022	Fall 2022
Expulsions	0	0	0
Total Suspensions	33	65	83
Unique Students Suspended	23	43	54
Total Yearly Enrollment	181	209	239
Total Students Suspended	18%	31%	35%

Discipline Data



Discipline Data:

The Performance Evaluation Process:

This report represents an evaluation about performance in each of the standards and indicators that are the responsibility of School Organizational Solutions to evaluate for this particular school. These Standards, 4.1, 4.2, 4.3 4.4, 4.5, 4.6, 4.7, 4.8, 4.9. and 4.10, are outlined in the Mayor's Performance Evaluation Rubric.

The School Organizational Solutions Site Team engaged in a number of evidence-gathering activities. The focus of this site visit was to gauge the perception of key stakeholders at the school, in relation to areas of the performance framework that are part of this evaluation. The team conducted focus group interviews with school administrators, students, teachers, parents, board members, community partners, special education teachers, parents, and students, and ELL stakeholders, as well as conducting a thorough review of school data, artifacts, and documents. As part of the evaluation process, site team members spent a day observing all classrooms and teachers prior to the site visit. In addition, a site team member with extensive experience in special education, spent a day reviewing special education files and ELL files prior to the site visit.

OEI Ratings Summary:

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

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.

Core Question 4: Is the school providing the appropriate conditions for success?	
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Exceeds Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Exceeds Standard
4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options? *Only applies to schools serving grades 9-12	Not Applicable
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?	Exceeds 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 practice?	Exceeds Standard
4.10. Is the school implementing best practice related to access and services to students with limited English proficiency?	Exceeds Standard

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

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

Data/Artifacts Reviewed

- Notes from Strategic Planning Sessions
- Curriculum Framework
- Assessment Data
- Cycle of Instruction Document
- Teacher Observation Feedback
- TIC Spreadsheets
- Formative and Summative Assessments
- Vertical Alignment Meeting Agenda
- Class Lesson Plans
- Lesson Plan Checklist
- Curriculum Maps
- Lesson Plan Skeleton
- Data Collected from Classroom Observations
- Data from Focus Group Interviews with Teachers, School Leaders, Parents, & Students

Summary of Findings

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

Paramount Englewood utilizes a rigorous, evidence-based curriculum that is aligned with Indiana Academic Standards at all grade levels. Curriculum maps are standards based and teachers utilize maps for lesson plan development.

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

Teachers and school administration review curriculum regularly to determine gaps based on student performance. This is a process that happens at the network level as well as in the classroom on a weekly basis as students take daily, standards-based assessments to identify gaps and skills/knowledge that need to be readdressed.

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

Curriculum maps are reviewed and aligned with Indiana Academic Standards and learning objectives each summer.

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

Horizontal and vertical alignment of curriculum is determined by the Indiana Academic Standards that are utilized for the development of each course from grades 5 through 8. Core learning objectives are the focus of each class.

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

Instructional staff reported that they had the supplies and resources needed to accomplish teaching of the curriculum. In focus groups, several teachers (both new and senior) suggested that they could use more assistance in writing curriculum, especially in non-sequential content areas.

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

The School Organizational Solutions site team observed all ten core content area classrooms at Paramount Englewood & found that 100% of lessons had clear learning objectives that were aligned with state standards with teachers maintaining a focus on the objective throughout.

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

f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.	Sustaining
Strengths	
<p>The School Organizational Solutions Site Team reviewed documents, observed classrooms and met with focus groups including network academic leaders, school leaders, students and teachers to determine that Paramount Englewood utilizes a high-quality curriculum fully based on Indiana Academic Standards. The curriculum scope and sequence is designed in order of IDOE content strands. Standards based curriculum maps have been created to support weekly and daily lesson plan development. Curriculum maps are standardized across the Paramount school network. Teachers use the following research and evidence-based curriculum resources in developing those lesson plans and ongoing assessments.</p> <p style="padding-left: 40px;">SAVVAS ELA and math curriculum IXL Readworks EduLastic Common Lit News ELA ClearSight</p> <ul style="list-style-type: none"> ● Curriculum maps through 2023 at each grade level include Indiana Standards, Standard Priority Levels, Skills, “I Can” statements, resources and links. ● Guided by a Lesson Plan Framework and Checklist, daily lesson plans include Topic, Standard, Fast Five, Mini-lesson, Guided Instruction, Independent Practice, and Standards-based Assessment. Teachers and students reported to site team members that the curriculum is academically rigorous. Students stated that they were learning a lot. ● Teachers and school administration review curriculum regularly to determine gaps based on student performance at multiple levels, from ILearn data to interim and daily assessment data. Network level content experts, the Math Coordinator and ELA Coordinator will revise curriculum maps in the summer to reflect analysis of student performance data. Benchmark/interim data is reviewed at the network and school level to determine curriculum gaps, student groupings and tutoring needs. Weekly 	

assessment data is analyzed to determine the need for reteaching and lessons are then developed by teachers to spiral high impact standards or reteach skills that have not been mastered.

- Lesson plans are reviewed weekly and student performance on daily standards-based assessments is reviewed each day to plan reteaching, mini-lesson and other immediate responses to student needs.
- At the time of this site visit, Paramount Englewood was in process of completing Middle-of-Year ClearSight benchmark assessments in ELA and math that will provide student level data on growth and proficiency. As ELA results begin to be reviewed, PEN is finding scores nearly double at all grade levels. ClearSight interim assessments are aligned to Indiana Academic Standards, as the PEN curriculum is.
- Horizontal and vertical alignment of curriculum is determined by the Indiana Academic Standards utilized for course development from grades 5 through 8.
- Teachers are provided with many resources to effectively deliver the curriculum, and administration, both school and network, reported that they work to provide teachers with all needed resources.
- Instructional staff at Paramount Englewood understand and consistently use the lesson planning process and system of instruction. Lesson planning elements include a time breakdown for each element of a lesson (which varies by content & grade level): bell ringer, mini-lesson, guided practice, independent practice, standards-based assessment, and review of standards-based assessments.

Opportunities for Improvement

None Noted

Recommended Next Steps

None Noted

4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	
Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> ● Observation and Feedback Tracker ● Notes from Strategic Planning Sessions ● Curriculum Framework ● Assessment Data ● Cycle of Instruction ● Teacher Feedback from Coach ● TIC Spreadsheets ● Assessments ● Vertical Alignment Meeting Agenda ● Lesson Plans ● Lesson Plan Checklist ● Curriculum Maps ● Classroom Observation Data ● Coaching Pathways ● Data Collected from Focus Group Interviews with Parents, Teachers, School Leaders, and Students 	

Summary of Findings

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

Paramount Englewood employs a curriculum that is standards based and fully aligned with Indiana academic standards. The curriculum is utilized in all classrooms with fidelity with 100% of teachers implementing the clear objectives of the curriculum design.

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

The lesson internalization process at Paramount Englewood is systematized with teachers taught to utilize curriculum maps and create their own lesson plans based on standards and core learning objectives provided by the maps.

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

Paramount Englewood requires that teachers follow a specific Cycle of Instruction which includes details for planning mini-lessons, guided practice, independent practice, and standards-based assessments at each grade level. Recommended teaching strategies include modeling, partner sharing, white-board use, Near-Pod, and whole brain teaching. The site team observed a variety of instruction strategies during observations, including guided questioning and discourse, brainstorming, project-based learning, modeling, and independent practice.

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

Teachers reported that differentiated instruction, using IXL programs via IPADS, is used to enhance the curriculum for high ability students, as well as students who need standards re-taught for mastery. The site team observed differentiation strategies in 60% of classrooms.

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

Instructional strategies are used and designed to impact authentic learning and student engagement. The site team observed a variety of strategies utilized in the classroom, including guided questioning and discussion, modeling, independent work with teacher assistance, and student-driven instruction. Students in all classrooms observed were highly engaged in the lesson.

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

In partnership with the sister school, Paramount Brookside, teachers (and students) at Paramount Englewood (PEN) are able to utilize the SpaceLab in the other facility and

older students may apply for paid jobs in the community garden during the summer. Fifth grade PEN students take a class in composing and producing digital music that includes a variety of culture affirming topics and opportunities to explore many types of music, from disco to hip hop. Building cultural awareness by enriching the environment with pictures, posters, maps, etc. to reflect culture and diversity would be a great addition to students' surroundings.

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

Paramount academic leaders and Paramount network academic leaders observe teachers regularly, particularly new (Tier I) teachers who are observed approximately twice per week. These observations are followed up with feedback that is received both through email and one-on-one meetings/discussions. Observation schedule and resulting data is tracked.

Rubric Rating	
a) The curriculum is implemented in all classrooms with fidelity.	Sustaining
b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	Sustaining
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
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	Sustaining

e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	Sustaining
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	Implementing
g) Staff receive explicit feedback on instructional practices on an ongoing basis	Sustaining
Strengths	
<p>Paramount Englewood, as with all Paramount Schools of Excellence, employs a curriculum that is standards based, rather than a packaged curriculum that may not align with Indiana Academic Standards. Teachers have autonomy in planning lessons based on the curriculum maps and may use SAVAAS curriculum along with other resources that are aligned with outcomes and standards to do so.</p> <ul style="list-style-type: none"> ● During classroom observations, the School Organizational Solutions site team members observed that Paramount Englewood teachers were teaching lessons with a clear objective aligned with one or more Indiana State Standards and maintained a focus on the objective throughout the lesson in 100% of classrooms. ● Lesson plans are submitted weekly and reviewed by school (and often network) academic leaders. Teachers utilize a lesson plan framework and checklist (varied by grade level) to maintain consistency and quality. Feedback on lesson plans is provided. The lesson framework outlines the amount of time and attention that should be allotted daily to instructional strategies: bell ringer, mini-lesson, guided practice, independent practice, revisit and reteach, standards-based assessment. ● The standards-based curriculum development process ensures that core learning objectives are targeted across academic areas. ● The site team observed that 80% of classroom teachers communicated high expectations to students utilizing explicit critical vocabulary. The majority of students were engaged in the lesson in 100% of classrooms observed. Teachers also communicated enthusiasm for teaching and learning and encouraged participation from all students. ● The site team examined documentation and received confirmation from focus groups 	

that frequent and regular observations with feedback provide an individualized, differentiated lesson internalization that is based upon each teacher's needs. The Drive-Thru framework that is used, includes standards-based direct alignment to learning objectives and curriculum maps. Documents and focus groups confirmed a tiered system that determines the observation cycle. Tier 1 teachers are observed one to two times per week. Tier 2 teachers are observed once a week and Tier 3 teachers are observed bi-weekly. Teachers receive feedback in person or via email (sometimes both).

- Teachers have Inservice days for some school-wide professional development. The site team viewed documentation of a session on Student Response Systems, highlighting teaching strategies such as Turn & Talk, Think, Pair, Share, Whiteboards, Choral Response and Chalk Talk.
- Paramount Englewood has two teaching assistants that are managed by the grade level team leads and a math interventionist that assists with push-in and pull-out student needs.
- In focus groups, students reported feeling well supported, with tutoring to aid with academic learning and counselors to assist with "other problems". They described teachers as supportive and helpful, stating that they explain things well, scaffolding answers so that students understand and using academic language consistently.
- Paramount Englewood sponsors several clubs including Robotics, Chess Club, Student Council, eSports and they are planning PEN University, designed to give 8th grade students a look at their options for high school. Parents are often involved in assisting with clubs. Currently, 8th grade students visit PPHS and Herron.
- Paramount Englewood provides a number of sports activities for students, including boys' and girls' basketball, coed volleyball, soccer, track and cross country.
- Network level academic leaders observe individual Paramount schools each week (the Navigation Team), providing feedback to school leaders and individual teachers if time allows. They utilize the Drive-through rubric and send written feedback to teachers. The ELA and Math Coordinators also lead initiatives, sharing best practices among teachers from school to school. Initiatives are systematized, approved first by the CAO, then the school principals. Data is also used to determine professional development needs.
- The Principal and Assistant Principal complete weekly observations with feedback and have a system for tracking to help both teachers and observers to track teachers progress and proficiency toward mastery of pedagogical processes. Feedback is provided variably through email and face-to-face conversations.

Opportunities for Improvement
<ul style="list-style-type: none"> Although teachers feel supported by the administration at PEN, several teachers, even those with extended experience at the school, expressed concern with the difficulties of curriculum development. This concern was particularly true for teachers in content areas that are not highly sequential. The site team recommends additional professional development and more assistance with sourcing materials and designing lesson/unit plans. There is a high level of teachers helping teachers, which is commendable, however it is not a specified protocol that would benefit all teachers. Teachers also felt that collaboration would be more accessible if they had coordinated planning time.
Recommended Next Steps
See Above

4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	
Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.

Data/Artifacts Reviewed

- Strategic Planning Sessions
- Curriculum Framework
- Assessment Data
- Cycle of Instruction
- Teacher Observation Feedback
- Title Improvement Committee (TIC) Spreadsheets
- Assessments
- Vertical Alignment Meeting Agenda
- Lesson Plans
- Lesson Plan Checklist
- Curriculum Maps
- Lesson Plan Skeleton

Summary of Findings

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

All assessments used at Paramount Englewood are aligned with learning standards, from daily classroom assessments to standardized benchmark and statewide assessments.

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

Assessments at Paramount Englewood School are varied to support a wide range of learning styles and abilities. Multiple standardized assessments, performance task assessments, unit assessments and daily classroom assessments are a regular part of the school year.

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

Paramount Englewood both utilizes and analyzes assessment at the student level to determine growth and proficiency. Title Instruction Committee (TIC) data is collected and reviewed regularly. This data includes weekly assessments, interim assessments and ILEARN results.

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

Assessments are frequent, varied and results are provided in a timely manner.

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

Paramount Englewood teachers review student mastery of lesson standards daily. They use the data to determine daily student proficiency and reteaching needs. Narrative writing scores are analyzed and used to guide decisions in curriculum and instruction. All assessment data, other than daily assessments are recorded and tracked on TIC sheets available to instructional staff at all levels. School level meetings are conducted to review BOY, MOY & EOY data.

Rubric Rating

a) Assessments utilized are well aligned to learning standards.	Sustaining
b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	Sustaining
c) Assessments utilized provide student level data focused on growth and proficiency.	Sustaining
d) Assessments are administered with sufficient frequency and results are provided in a timely manner.	Sustaining
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

Strengths

All assessments used at Paramount Englewood are aligned with learning standards, from daily classroom assessments to standardized benchmark and statewide assessments.

Assessments at Paramount Englewood are varied and frequent, particularly at the classroom level where teachers daily use a wide range of assessments to determine student mastery of the days' focus standard(s). The site team reviewed lesson plans and observed classrooms with daily assessments including white board answers, computer-based assessments, written assessments and graphic organizers. Teachers confirmed that ClearSight assessments are often used for weekly assessments as teachers can design them to target specific standards. They use the data to determine daily student proficiency and reteaching needs. TIC data is tracked weekly and is available to teachers to help them determine student needs for differentiation, tutoring, push-in/pull-out assistance and grouping.

Scheduled assessments include:

ClearSight - BOY, MOY and EOY

Math Performance Tasks - BOY, MOY & EOY

Narrative Writing Prompt - BOY, MOY & EOY

NWEA Honors Testing - BOY, MOY & EOY

CoGat Testing - Grade 5

WIDA

I AMThe site team saw documentation in lesson plans of writing, creating graphic organizers, computer-based questions, ILEARN

- Assessments at Paramount Englewood School are varied to support a wide range of learning styles and abilities. WIDA is designed to meet the needs of ELL students. Additionally, students' complete performance task assessments in writing and mathematics three times a year providing measures of growth and proficiency.
- Daily standards assessments are developed to quickly assess student mastery of daily skills/standards. Paramount Englewood both utilizes and analyzes assessment at the student level to determine growth and proficiency. Assessment data is collected & reviewed regularly using TIC sheets (Title Instruction Committee). This data includes weekly assessments, interim assessments and ILEARN results. Weekly assessment TIC sheets for ELA and Math show the percentage of students who demonstrated mastery of a particular standard.

- Individual student proficiency data and classroom averages are entered weekly and reviewed by the Navigation Team with proficiency determined by student mastery defined at 60% or better. Weekly classroom and grade level proficiency is an average of 70%.
- Network level academic leaders assist with identifying and prioritizing “bubble students” and track ongoing weekly and benchmark assessment data, as well as progress toward ILearn mastery. Network level academic leaders also have access to lesson plans and regularly vet plans for non-negotiable components including differentiation and scaffolding.
- Following BOY, MOY and EOY benchmark testing there is a school level meeting, as well as grade level meetings to analyze and discuss results.
- Narrative writing scores are analyzed and used to guide decisions in curriculum and instruction.

Opportunities for Improvement

None noted.

Recommended Next Steps

None Noted

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

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

Data/Artifacts Reviewed

- Data Collected from Focus Group Interviews with all key stakeholders
- Middle of the Year ClearSight Interim Assessment PowerPoint
- MOY ELA Assessment Data
- PEN Employee Depth Chart
- Paramount PD Powerpoint for Summer Institute
- Professional Development Presentation on Creating assessments on PSOE Platforms
- PD on Student Response Systems to Improve Student Engagement
- PSOE Interview Rubric
- Navigation Team Evaluation Tracking Data
- School Organizational Chart
- PEN Teacher Licensure Roster
- IDOE Teacher Licensure Portal
- PEN Formal Evaluation Plan

Summary of Findings

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

- Paramount Schools of Excellence has an established hiring policy at the Network Level which begins with the job description being posted on IDOE and other educational websites by the Talent Acquisition Coordinator. The TAC then screens applicants and conducts initial interviews. Candidates are informed that an important expectation is that 70% of all PBR students will pass ILEARN. The TAC then sends a selected candidate to the principal at Paramount Englewood School. Candidates are informed of the school's expectations based on the PSOE Five Pillars: Community and Environment, Standards Based Instruction, Data Driving Instruction, Integrated Content and Differentiation (matching instruction to students' interests, backgrounds, and cultures.).

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

- The new staff members spend time with the Principal and the Assistant Principal learning the day-to-day operations to ensure expectations are understood. Following the indoctrination, school leaders check-in with the new hire on a daily basis for at least two weeks. Additionally, the Academic Coordinator from the Network Navigation Team meets with the new hire regularly and teachers new to the school attend a monthly New Teacher Academy at the PSOE Network Level.

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

- Paramount Englewood Middle School (PEN) lists 26 staff members, including 4 Instructional Aids, a Recovery Teacher, and a School Dean. The school has developed an Employee Depth Chart that relies on data to determine the needs for additional employees when/if more students enroll. The Depth Chart also tracks and lists potential employees and their contact information for designated positions, should the need arise. Teachers confirmed that they had staff to adequately maximize instructional time, crediting the Recovery program and Instructional Aids with needed support.

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

- The site team conducted a check of the licensure status of the 15 core content PEN teachers, on the Indiana Department of Education licensure database and found that 13 out of 15 (87%) of the PEN teachers were appropriately certified by the State of Indiana.

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

- Site Team members reviewed evidence from a PEN Summer Institute, as well as PD PowerPoint presentations, that showed all PEN teachers and staff members received Professional Development in culturally relevant topics including: English Language Learners (ELL) and Multi- Tiered Systems of Support (MTSS), Bullying Prevention, Child Abuse and Neglect warning signs, Tier 1 Behavioral Support in the classroom and the Recovery Process, etc.

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

- During the Summer Institute teachers experienced training focused on: “Data Overview and School Goals”. A PowerPoint on Creating Assessments on Paramount Schools of Excellence Platforms using Literacy and Math Frameworks” was also observed by site team members and mentioned by teachers in focus group interviews. They said they were able to create formative assessments utilizing banks of questions from a ClearSight database or they could model the framework to create their own formative assessments.

Site team members viewed MOY ELA results and scores exceeded school goals in all areas.

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

- During an interview with the PEN Principal, he confirmed the school uses a modification of the IDOE Rise Evaluation Plan to evaluate PEN teachers. The tool is aligned with the Network’s Five Pillars of Excellence for a formal evaluation that is administered in the Middle of the Year and at the End of Year. He added that teachers are observed informally regularly, with feedback for improvement given on the same day, according to an assigned Tier

Rubric Rating

a) A standard recruitment/ hiring policy and procedure process is in place and is designed to ensure human resources are leveraged to reflect the needs of the school population.	Sustaining
b) Hiring processes are well organized and used to support the success of new staff members.	Sustaining

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

Strengths

Following a thorough review of documents submitted by Paramount Englewood School, data collected from Classroom Observations, and Focus Group Interviews with all key stakeholders, the site team concurred that Paramount Englewood School has developed adequate human resource systems and deployed its staff effectively. During the summer of 2022, PEN lost nine staff members from the 26 staff members listed on the staff roster, which is slightly more than one third of its staff. The reasons for the staff departures in most cases, were higher paying positions and, in some cases, changes due to moving, etc. While the school only lost two teacher positions, the principal and Assistant Principal, as well as the School Dean and School Counselor, were among those who left. The Paramount Schools of Excellence Navigation Team (Network Team) was able to hire a highly qualified principal for PEN shortly before school started. An experienced PSOE Lead teacher filled the role of Assistant Principal, and the school also has a staff member who came from the Navigation Team (Network Team) to help facilitate the opening of the Paramount Englewood School in 2019 and is still there in charge of Enrollment and Operations. These

positions, plus the fact that most of the PEN teachers remained on the staff, lessened the impact of the loss of 9 staff members. The following strengths were noted:

- Paramount Schools of Excellence has an established hiring policy at the Network Level which begins with the job description being posted on IDOE and other educational websites by the Talent Acquisition Coordinator, after the need for the position has been approved. The TAC then screens applicants and conducts initial interviews. Candidates are informed that an important expectation is that 70% of all PBR students will pass ILEARN. The TAC then sends a selected candidate to the principal at Paramount Englewood School.
- Key information about the school and its culture of excellence forms the foundation of a hiring rubric used by the school. Candidates are informed of the school's expectations based on the PSOE Five Pillars: Community and Environment, Standards Based Instruction, Data Driving Instruction, Integrated Content and Differentiation (matching instruction to students' interests, backgrounds, and cultures.).
- The principal forms a school-based interview committee that consists of the Principal, the Assistant Principal, the Team Lead and a teacher in the candidate's core content subject. The interview committee utilizes open-ended scenarios focused on standards-based, data-driven instruction, as well as equity, inclusion, school culture and differentiation, to specifically determine the Character and Coachability, Knowledge of Instruction, School Culture, and Data Driven Instruction competency of the selected candidate. If the principal and the interview team are satisfied with the interview, the candidate is asked to teach a mini lesson. Following the lesson, if the interview team approves, an offer is made to the candidate.
- The principal told site team members that Paramount Englewood Middle School is the first School in which he has worked where the staff is representative of the student population they serve. 50% of the Englewood staff are minorities which represents the school's demographics.
- The school principal told site team members that the school utilizes a structured system to orient new staff members and that the system is carried out with fidelity. The new staff member spends time with the Principal and the Assistant Principal learning the day-to-day operations to ensure expectations are understood. Following the indoctrination school leaders check-in with the new hire on a daily basis for at least two weeks. Additionally, the Academic Coordinator from the Network Navigation Team meets with, and coaches, the new hire regularly.

- New teachers confirmed to site team members that they have had much mentoring from the experienced teachers at Paramount Englewood and that they also have support through the monthly New Teacher Academy at the Network level. They praised the regular coaching (two times per week) from the Principal and Assistant Principal and said the feedback was extremely helpful.
- Paramount Englewood Middle School (PEN) lists 26 staff members, including 2 administrators, 13 Core Content teachers, 4 Instructional Aids, a Recovery Teacher, and a School Dean, and a School Counselor, as well as STEM teachers. The school has developed an Employee Depth Chart that relies on data to determine the needs for additional employees when/if more students enroll. The Depth Chart also tracks and lists potential employees and their contact information for designated positions, should the need arise. Teachers confirmed that they had staff to adequately maximize instructional time, crediting the Recovery program and Instructional Aids with needed support.
- The site team conducted a check of the licensure status of the 15 core content PEN teachers, on the Indiana Department of Education licensure database and found that 13 out of 15 (87%) of the PEN teachers were appropriately certified by the state of Indiana and possessed the instructional proficiencies needed for the school population they are serving. One of the teachers who was not licensed is a recent college graduate and is planning to enter a Transition to Teaching program in January. He is teaching in the subject area of his college degree.
- Site Team members reviewed evidence from a PEN Summer Institute, as well as PD PowerPoint presentations, that showed all PEN teachers and staff members received Professional Development in culturally relevant topics including English Language Learners (ELL) and Multi- Tiered Systems of Support (MTSS), Bullying Prevention, Child Abuse and Neglect warning signs, Tier 1 Behavioral Support in the classroom and the Recovery Process, etc.
- Teachers also mentioned there had been Professional Development in developing Empathy and recognizing students with high ACE (Adverse Childhood Experiences) scores indicating potential emotional stresses.
- Site team members observed a Professional Development PowerPoint on “Basics for MOY (Middle of the Year) Assessment, that listed academic goals for each segment of the ClearSight Assessment, such as: a passing rate in ELA of 51%, a passing rate in Math of 41%, and a passing rate in both of 46%. The PowerPoint also focused on proper test administration, etc.
- During the Summer Institute one of the PD sessions focused on “Data Overview and School Goals”.

- A PowerPoint on Creating Assessments on Paramount Schools of Excellence Platforms using Literacy and Math Frameworks” was also observed by site team members and mentioned by teachers in focus group interviews. They said they were able to create formative assessments utilizing banks of questions from a ClearSight database or they could model the framework to create their own formative assessments.
- During an interview with the PEN Principal, he confirmed the school uses a modification of the IDOE Rise Evaluation Plan to evaluate PEN teachers. The tool is aligned with the Network’s Five Pillars of Excellence for a formal evaluation that is administered in the Middle of the Year and at the End of Year. He added that teachers are observed informally regularly, with feedback for improvement given on the same day, according to an assigned Tier. Tier 1 consists of the newer teachers to the district, who are observed 2 times per week by the PEN Principal and Assistant Principal. Tier 2 teachers who have some PSOE experience, are observed 1 time per week, and Tier 1 teachers are observed every other week. Teachers confirmed this during interviews, and said they greatly appreciated the feedback and support from the admin. Team.

Opportunities for Improvement

- The Indiana Department of Education requires that every public school in Indiana have at least 90% of its teaching staff appropriately certified/sufficiently trained in areas to which they are assigned. Paramount Englewood School has two teachers out of 15 that are not licensed, meaning that 87% of their teachers are appropriately certified in areas to which they are assigned. One of the teachers who is not licensed has a college degree in the field in which he is teaching but does not have a teaching degree or license, nor does the other teacher who is not licensed. The site team recommends that the school encourage those teachers to enter a Transition to Teaching program and/or apply for an Emergency Permit or Charter Teaching License.

<u>Recommended Next Steps</u>
See Above

<u>4.6. Is the school's mission clearly understood by all stakeholders?</u>	
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.
<u>Data/Artifacts Reviewed</u>	
<ul style="list-style-type: none"> • 2022-23 Family Handbook • 2022-23 Student Handbook • School Community Organization flyers for October and November 2022 • School Website • Data Collected from Focus Group Interviews with Parents, Students, Teachers, and School Leaders • Classroom Observation Data 	

Summary of Findings

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

- Site team members observed the Mission Statement serving as the core foundation of the 2022-23 Paramount Englewood Family Handbook. The school mission statement is also prominently displayed on the opening page of the Paramount Englewood School Website. It was also observed at the beginning of many Professional Development PowerPoint Presentations.,

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

- Paramount Englewood has a School/Community Organization (SCO) that hosts monthly meetings for parents/families and teachers/staff. Paramount Englewood School employs a FACT Team (Families Allies Community Team), made up of a FACT Coordinator and a FACT team member. The FACT Team's main priorities are to establish and grow meaningful relationships with students and families and build support, bridging education from school to home through meaningful engagement.

Rubric Rating

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

Implementing

b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	Sustaining
Strengths	
<p>The Paramount Schools of Excellence Mission: <i>Paramount Schools of Excellence empowers all students to persevere and achieve in a culture of excitement, inclusion, and community collaboration.</i></p> <ul style="list-style-type: none"> ● Site team members observed the Mission Statement serving as the core foundation of the 2022-23 Paramount Englewood Family Handbook. ● The school mission statement is also prominently displayed on the opening page of the Paramount Englewood School website. ● During focus group interviews parents said that the school's mission, "really galvanized all faculty, staff, students, and parents at Paramount Englewood Middle School". All parents said they were at PEN, in large part, because of the mission and the school's focus on academics. In their own words, parents said the mission was about "academics first, in a culture of excitement and community collaboration". ● Students said the mission was "academic achievement". Other students said, "Education is the top priority". "High test scores, getting us ready for high school & the real world." ● Teachers, during focus group interviews said the school's mission was to "Foster academic growth through inclusion, excitement, and community collaboration". ● All school leaders were able to state the mission verbatim. ● Paramount Englewood has a School/Community Organization (SCO) that hosts monthly meetings such as a September meeting focused on Title I programs, Thanksgiving and Holiday Assistance, and an October meeting featuring a Family Game Night. ● Paramount Englewood School employs a FACT Team (Families Allies Community Team), made up of a FACT Coordinator and a FACT team member. The FACT Team's main priorities are to establish and grow meaningful relationships with students and families and build support, bridging education from school to home through meaningful engagement. The FACT Team provides resources that help families initiate and reach family goals. The site team saw evidence that the PEN FACT Team provides resources to PEN families such as Thanksgiving Assistance 	

and Holiday Assistance.

- The PEN school website has a special “Parent Center” where parents can access the School Calendar, Lunch Menus and Information, Resources to assist families with homelessness or other adverse situations, information about the School Community Organization and when it meets, etc.

Opportunities for Improvement

- Even though the School Community Organization is explained in the Parent Center on the School Website, during focus group interviews parents said they are quite happy to have their children at the school and they fully understand and support the school’s mission, but they did not understand what the SCO or the FACT team was because they were not well explained on communications that had come home. Parents also said they would like a forum in which there was meaningful communication between the school and parents/guardians.
- While all key stakeholders of Paramount Englewood understood and were extremely committed to the mission of the school, parents said there was no parent survey to assess perceptions of the school, or any concerns parents and guardians may have. The site team recommends, particularly in lieu of the recent move to a new location and a high number of staffing changes at the school, that the school implement a parent/guardian satisfaction survey to provide data to determine how they need to reinforce the school’s mission and to gauge the levels of parent engagement and involvement with the school.

Recommended Next Steps

- In addition to recommending that the school implement an annual parent/guardian satisfaction survey, the site team also recommends that the school consider having a Parent University, or some other type of educational event or forum, for parents (with child care provided) in which parents/guardians could learn more about the new school leadership, the academic programs, school curriculum, and learn more about the school/parent organizations.

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

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

Data/Artifacts Reviewed

- Family Handbook
- Staff Handbook
- Data collected from Classroom Observations
- Data collected from Focus Group Interviews with School Leaders, Classroom Teachers, Dean, Recovery Teacher, Counselor, Parents, Teachers, Students
- School Website
- Paramount Schools of Evidence SOP for Recovery and Social Emotional Multi-Tiered Systems of Support
- PEN/Gallahue Mental Health Counselor's Schedule
- School Discipline Tracker for 2022 - Present

Summary of Findings

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

During focus group interviews, the School Dean and the Recovery teacher described a three-tiered system that forms the behavior management framework at Paramount Englewood School, in which Tier 1 is handled in the classroom. The teacher has some autonomy in establishing the rules and students are technically allowed five marks before entering Tier II. If a student reaches Tier II, they are taken to the Recovery Room where the teacher “unpacks” what is behind the misbehavior and the student focuses on schoolwork until they are calm and can return to the classroom. During focus group interviews, the site team found that parents and students have some concern that there is inconsistency among classrooms in terms of following the five “mark” system and they said the Recovery Team sometimes sends students directly to Recovery for minor infractions, ignoring the 5-mark rule in the behavior framework.

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

When a student cannot calm down and focus, they enter Tier III and receive the support of a guidance counselor who uses Social-Emotional strategies and a holistic approach to unpack underlying causes for the student’s behavior. The guidance counselor told site team members that she “digs deep” in an attempt to see if anything alarming comes up that needs to be addressed. She also uses art therapy and other techniques to help the student calm down, if necessary.

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

The School Dean said teachers are guided to use a 4:1 ratio, giving 4 positive remarks to students for every punitive remark. During classroom observations, site team members recorded that teachers used positive, pro-active framing in managing classroom behavior in 100% of the PBR classrooms observed, confirming that teachers were using the 4:1 strategies

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

Paramount Englewood School has an active School- Community Organization but needs to communicate to families the purpose and meaning of the SCO and add a Parent survey to assess connectedness and engagement to school.

Rubric Rating	
a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	Implementing
b) Culturally responsive and evidenced based interventions are explicitly identified and implemented throughout the school to support the needs of students.	Sustaining
c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	Implementing
d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	Implementing
Strengths	
<p>Paramount Schools of Excellence has documentation at the Navigation (Network) Level describing the behavior management system utilized in the PSOE schools as a multi-tiered framework that is based on the principles of Restorative Justice, Positive Behavioral Interventions and Supports (PBIS), and the Love and Logic Program, with a shared belief that behavior and Social Emotional Learning are connected to academic achievement. During focus group interviews, the School Dean and the Recovery teacher described a three-tiered system that forms the behavior management framework at Paramount Englewood School:</p> <p>Tier I takes place in the Paramount Englewood classroom, giving the teacher the autonomy to establish rules at the classroom level. Students receive “marks” according to the misbehavior or classroom rule infraction. Students are allowed five marks at the Tier I level, prior to moving to Tier II. Teachers said they utilize</p>	

Restorative Justice practices such as a discreet chat or writing a reflection, when a student receives a mark for misbehavior. The School Dean said teachers are guided to use a 4:1 ratio, giving 4 positive remarks for every punitive remark.

Tier II: Students leave the classroom and go to the Recovery Room to have a Restorative Chat with the Recovery Teacher, who uses de-escalation strategies to calm and destress the student. When a student goes to the Recovery room the teacher attempts to “unpack” what happened. The Recovery teacher strives to prepare the student to re-enter the home classroom as soon as possible, however the student must meet the readiness benchmarks at this point. The teacher has access to all of the student’s classes and curriculum assignments and ensures that students stay on task with schoolwork. No sleeping or idleness is allowed. If the student cannot calm down and stay on task, the student moves to Tier III.

Tier III: At this level the student receives the support of a guidance counselor who uses Social-Emotional guidance and a holistic approach to unpack underlying causes for the student’s behavior. The guidance counselor told site team members that she “digs deep” in an attempt to see if anything alarming comes up that needs to be addressed. During focus group interviews, the Guidance Counselor said the main goal is to build meaningful and trusting relationships with the students through purposeful interactions. She said she was transparent with the students and uses art therapy, counseling sessions, and gives support with their academic work if needed. Students are then placed in a classroom with the Recovery teacher for the rest of the day, so they do not lose class time. Teachers said they could call the Recovery team whenever a student needs a “reset” or a pep talk. The Recovery teacher said parents are called immediately to inform them of Tier II or Tier III behaviors.

- Teachers reported, during focus group interviews, that they were happy with the behavior management program and believe that the key is making sure students understand the expectation and that the teacher is consistent every day.
- Teachers said the Recovery system allowed them to focus on academics rather than spend much of the class time on discipline.
- During classroom observations, site team members recorded that teachers used positive, pro-active framing in managing classroom behavior in 100% of the PBR classrooms observed, confirming that teachers were using the 4:1 strategies
- In addition to treating students in the Tier III Recovery room, the PEN Counselor also plans activities to help the PEN students matriculate into high school, such as taking the 8th grade students to tour Purdue Polytechnic High School.
- The school also has a partnership with Gallahue Mental Health services. There is a

Life Skills Clinician who is at the school on Tuesdays and Thursdays to meet with students and to let families know what services Gallahue can provide to the student and families who need more services.

- The school has a FACT (Family and Community Team) whose main goal is to Enhance family-school partnerships by building authentic family support and by partnering with community resources to provide assistance to better the PEN students' learning experiences.

Opportunities for Improvement

- During focus group interviews, parents showed knowledge and support of the three tiered/recovery behavior management system at PEN, but they expressed concern about the high incidents in which students are receiving punishment for menial infractions, and being punished when they only have accumulated 1 or 2 infractions rather than the 5 that students believe they are allowed prior to being sent to Recovery. One parent said she was called because her student “had an untucked shirt”, with no mention of any other student infractions. Students also reported during focus group interviews that there is inconsistency with enforcing the rules of behavior, often having to do with uniforms. Despite the multi-tiered framework and 5 warnings that should be in place, students said the Recovery team frequently imposes a more severe consequence than is warranted, ignoring the established structure. They also said the Recovery team can just tell a student walking down the hall to “Go to recovery right now” if they notice something wrong with the uniform.

Recommended Next Steps

- The site team recommends that the school have professional development on the Behavior Management system and how it should be implemented in each classroom, as well as the recovery room, with classes normed for consistency, particularly to responses related to uniform infractions.

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

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

Data/Artifacts Reviewed

- Flyers for School events such as the School/Community Organization
- 2022 PSOE Family Handbook
- 2022 PSOE Handbook
- Emergency/Crisis/Safety Plan
- Data Collected from Focus Group Interviews with School Leaders, Teachers, Dean, Counselor, Parents, and Students

Summary of Findings

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

Parents told site team members that the school communicates with parents and families through many modes of communication, including Texts, Emails, Automated phone calls, Personal phone calls, Flyers, the School Website, Back to School night, and the PowerSchool APP, which provides information on student homework, grades, attendance, and behavior.

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

Site Team members observed a Teacher Effectiveness Rubric that was aligned with the PSOE's Five Pillars of Excellence and listed the following expectation of teachers: "Communicates timely, appropriately, and professionally with extended staff, parents, and community members"

The 2022-23 Family Handbook lists a Conflict Resolution - Parent/Guardian Complaint policy with strict guidelines involving communication for resolution of the problem or complaint.

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

Teachers and ELL families reported that all communications are translated into native languages. The Front Office Manager and STEM Coordinator are both bilingual and assist ELL parents and students.

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

During focus group interviews a majority of teachers said they ask parents at the beginning of the year what the best mode of communication is to communicate with them. They said some parents prefer phone calls, some prefer texts, and some prefer email. They make a note of the best mode of communication for each family and use it when they communicate.

The school FACT Team (Family and Communication Team) makes home visits to families and reaches out to parents in need to provide assistance in providing food, clothing, school supplies, etc. to them.

Rubric Rating	
a) An active and ongoing system of communication between the school and family members in place.	Sustaining
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	Sustaining
c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	Sustaining
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.	Sustaining
Strengths	
<ul style="list-style-type: none"> ● Parents told site team members that the school communicates with parents and families through many modes of communication, including Texts, Emails, Automated phone calls, Personal phone calls, Flyers, the School Website, Back to School night, and the PowerSchool APP, which provides information on student homework, grades, attendance, and behavior. ● Teachers reported that the school was very successful at getting full participation at parent/teacher conferences twice a year. ● Parents commented that the new school leader is always visible, and they see him often in the hallways. Students also praised the principal, saying he was funny and friendly, and they liked him. ● Site Team members observed a Teacher Effectiveness Rubric that was aligned with the PSOE's Five Pillars of Excellence and listed the following expectation of teachers: "Communicates timely, appropriately, and professionally with extended staff, parents, and community members" 	

- The 2022-23 Family Handbook lists a Conflict Resolution - Parent/Guardian Complaint policy with strict guidelines involving communication for resolution of the problem or complaint.
- Teachers and ELL families reported that all communications are translated into native languages.
- The Front Office Manager and STEM Coordinator are both bilingual and assist ELL parents and students.
- Phone Calls, Robo-Calls, and Texts are translated into native languages.
- During focus group interviews a majority of teachers said they ask parents at the beginning of the year what the best mode of communication is to communicate with them. They said some parents prefer phone calls, some prefer texts, and some prefer email. They make a note of the best mode of communication for each family and use it when they communicate.
- The school FACT Team (Family and Communication Team) reaches out to parents in need to provide assistance in providing food, clothing, school supplies, etc. to them.
- The school serves breakfast, lunch, and dinner to families who need it.
- The school website has a Parent Center tab that parents can access that lists the purpose: "Helping students reach their full academic potential, the school provides additional means to remove barriers that thwart academic achievement." Some of the resources available to students/families include SPED and ELL services, Title I services, Title III-ELL services, Before and After School Care, Tutoring, Summer School and Summer Activities, a Health Clinic, etc.
- The site team reviewed documentation of a Paramount Englewood School Emergency/Safety Plan that provided a description of the Crisis Response Team and Responsibilities at PEN. The plan listed the team members, including the Principal, AP, Counselor, Nurse, Chief of Police, and FACT Coordinator. All roles were defined with responsibilities listed according to the specificity of the particular crisis, such as Gas line break, Water mainline break, Flooding Air/Water Contamination, Bomb Threat, Lockdown, Intruder, etc.

Opportunities for Improvement

- During focus group interviews, several parents said they would appreciate positive phone calls and texts from teachers regarding their students, not just negative phone calls.

Recommended Next Steps	
<ul style="list-style-type: none"> The site team recommends that the school encourage and motivate the teaching staff to reinforce and reward positive behavior among students through positive communications to parents/guardians. 	

4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	
Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data/Artifacts Reviewed	
<ul style="list-style-type: none"> 2022 RDA Determination Matrix 2021 RDA Determination Matrix 2020 RDA Determination Matrix School roster of all SWDs to include gender, grade level, disability category, LRE Interview(s) with network Director of Special Education Focus group interviews with teachers, students, and families Network's Special Education Manual (work in progress) 	

Summary of Findings

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

Based on the file review, the site team evidenced 85% of the educational evaluations present. The site team observed that the two missing educational evaluations were from students who had transferred to PEN from out of State. The site team noted that the goals in the IEP matched the identified needs. Services are defined by the federal placement codes as Least Restrictive Environment (LRE). From the student rosters it was evidenced that 86% of the PEN SWDs had an LRE 50 where 80% or more of their time is spent in general education classrooms; 10% of the PEN SWDs had an LRE 51 where less than 79% and more than 40% of the student's time is spent in general education classes; and 5% of the PEN SWDs had an LRE 52 where less than 40% of the student's time is spent in general education classrooms.

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

From the file review it was observed that 100% of the goals were measurable and written in the SMART goal format. Each goal noted the timeframe in which it was to be achieved along with the progress monitoring data to note its attainment.

4.9 c) IEP goals are rigorous and based on state and national learning standards.

The site team evidenced from the file review that 100% of the goals at PEN were written in the SMART goal format. The site team also observed that the present levels of educational performance were rich with current data. As a part of the IN IEP and the case conference process, each need is identified along with its present levels of performance and then the state learning standards are identified before the goal is written.

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

From the file review the site team observed data-rich present levels of performance. Examples of data observed were: BOY, MOY, EOY progress data, transition assessments when required, Success Maker, IREAD 3, FBA, BIP, weekly behavior charts, grades, Envision, ClearSight, and ILearn. As past IEPs were also reviewed, the site team noted that the goals changed based on the present levels of educational performance data.

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

The site team observed that 100% of the files reviewed had all of the required sections of IN IEP completed. Each goal section of the IN IEP was delineated with

a need and corresponding present levels of performance. After the SMART goal was written a short narrative was provided regarding how the student will access that goal. From the file review it was evidenced that 86% of the school's SWDs had a federal placement code of LRE 50 where 80% or more of the student's time is spent in general education classes.

Rubric Rating

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

Strengths

At the time of the site visit the school leadership team reported an enrollment of 42 SWDs. This represents 18.7% of the total school enrollment which is above both state and national averages. Paramount Englewood employs 1 teacher of record (TOR) and 3 instructional assistants and a network Director of Special Education. Currently the school is looking to hire another teacher for SWDs. An Inclusive Model is utilized with push-in and pull-out services along with small-group instruction, one-on-one tutoring, and after-school tutoring.

On the 2022 RDA Determination Matrix, the school achieved a determination of Meets Requirements. PEN scored a 100.00 on the Compliance and Data Index and 80.00 on the Results Index. This is commendable! On the 2021 and 2020 RDA Determination Matrix a Meets Requirements were also achieved by PEN.

A comprehensive and random file review was conducted on the school's special education files. This file review provides critical information regarding the trends in the documentation and delivery of special education services to ensure that educational benefit is made available to each student. The school provided the site team with a roster of all the SWDs that included gender, grade level, LRE, and disability category which was used to ensure that a representative sample was achieved.

The results of the file review follow:

Notice of Meeting present	100%
Educational Evaluation present	85%
Case Conference Report present	100%
Measurable Goals noted	100%
Progress Reports present	100%
LRE 50	86%
LRE 51	10%
LRE 52	5%

The site team found Paramount Englewood to have instituted numerous systems in compliance with state and federal mandates regarding special education. The files were neatly organized and in a locked file cabinet and room. The school participates in and utilizes the IN IEP electronic platform which ensures that the required topics are being addressed in the case conference process. The site team observed that the SMART goal format was utilized when writing measurable goals. The present levels of educational

performance within the IN IEP were rich with data which aided in writing measurable goals and noting progress. The Paramount network Director of Special Education holds monthly meetings with her staff to keep them informed of rules and regulations and best practices. Currently, a Special Education Manual is in progress and a working document to assist staff with policies and procedures regarding the documentation and delivery of special education services. Essential staff have been trained in Crisis Prevention Intervention (CPI) and its strategies. Seclusion and Restraint practices have been made a part of the network's policies and procedures.

Opportunities for Improvement

None Noted

Recommended Next Steps

None Noted

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

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

Data/Artifacts Reviewed

- The IDOE EL Guidebook
- The required forms to include Individual Language Plan (ILP), Parent Notification Letter (PNL), Home Language Survey (HLS), and WIDA Assessments
- Student roster of the school's EL learners with proficiency levels
- Interview(s) with network Coordinator of EL Learners
- Interview focus groups with teachers, students, and families
- Observation of EL classroom

Summary of Findings

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

At the beginning of the school year, staff are informed of the rules and regulations regarding EL learners along with best practices. Staff are also provided professional development regarding the IDOE EL Guidebook. The network EL Coordinator conducts monthly meetings with staff regarding best practices and rules regulations.

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

Professional development is provided to staff regarding best practices on a monthly basis and google classroom has been established for staff to reach out to ELL staff for assistance. On a weekly basis administrators conduct observations using an established rubric of best practices. Feedback and coaching is provided afterwards.

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

ELL families reported to the site team that communication from the school is consistent and clear. The site team noted that emails, texts, phone calls, classroom newsletters, all ELL forms are bilingual and translated. Parent/teacher meetings are inclusive and translations provided and LUNA Language services are contracted, if needed. Front desk staff and a STEM instructional assistant are bilingual and can provide translation support.

4.10 d) ILP plans include student specific goals, and plan for ongoing assessment of student progress. The site team evidenced that 100% of the ILP plans were present and complete. Each section of the ILP was addressed. WIDA assessment scores were listed along with proficiency levels.

From the proficiency scores, goals were written, and a short narrative was provided to note how services would be provided along next assessments.

4.10 e) ILP plans explicitly identify needs for targeted instruction to align with student needs. From the WIDA assessments, the site team observed the proficiency levels noted on the student's ILP. From the identified needs, the SMART goal format was used based on the needs. As a part of the ILP, a short narrative is provided that defines the services needed.

Rubric Rating

a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	Sustaining
b) Staff have a knowledge of the process of language acquisition and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.	Sustaining
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.	Sustaining
d) ILP plans include student specific goals and a plan for ongoing assessment of student progress.	Sustaining
e) ILP plans explicitly identify needs for targeted instruction to align with student needs.	Sustaining

Strengths

At the time of the site visit the school leadership team reported an enrollment of 20 EL learners which represents 9% of the total school population. Paramount Englewood (PEN) employs 1 teacher for its EL learners and a Network Coordinator for EL learners. There is a STEM instructional assistant who provides translation when needed along with a front desk individual who is bilingual. A service delivery model with push-in and pull-out services along with small group and one-on-one tutoring are utilized.

PEN utilizes the IDOE EL Guidebook as its policies and procedures. The school uses the electronic forms within the guidebook; those forms being: the Individual Language Plan (ILP), the Parent Notification Letter (PNL), Home Language Survey (HLS), and WIDA assessments. The site team observed these forms also in Spanish along with the IN IEP. A file review was conducted on all of the school's EL learners' files. This file review provides critical information regarding the general trends in the documentation and delivery of services for EL learners. The results of the file review are:

ILP present and complete	100%
PNL present	100%
HLS present	100%
WIDA assessments	100%

The site team observed that PEN had instituted numerous systems in compliance with state and federal mandates regarding EL learners. Staff are informed at the BOY of the rules and regulations regarding EL learners and the IDOE EL Guidebook is reviewed with staff. A google classroom has been created for staff to ask for guidance and assistance. Observations are conducted weekly in general education classes using a rubric with best practices. Feedback and coaching is provided afterwards. The Coordinator of EL Learners holds monthly Strategic Planning Sessions (SPS) to inform staff of policies and procedures, rules and regulations, and best practices. The site team heard from families and staff and evidenced forms themselves that emails, phone calls, texts, and classroom newsletters, and school flyers are translated. ELL families reported to the site team that the school's communication was clear and consistent.

Opportunities for Improvement
None noted.
Recommended Next Steps
None noted.

Closing and Recommendations:

Following a thorough review of documents provided by Paramount Englewood School (PEN), a full day of classroom observations at the school, and focus group interviews with all key stakeholders, including school leaders, teachers, staff, parents, and students, the School Organizational Solutions Site Team found many commendable and systematized protocols established by the Paramount Schools of Excellence (PSOE) and utilized at Paramount Englewood. Even though PEN lost 9 staff members prior to the start of the 2022 school year, the systems that were already in place provided a strong foundation for the continuation of the PSOE successful academic model of standards-based, data-driven instruction that has been a hallmark of Paramount Englewood School since its inception. A highly qualified principal, as well as an experienced PSOE Lead Teacher promoted to the role of Assistant Principal, are now leading the school which is fully staffed at this time. An important academic goal at PEN is that 70% of students will pass ILEARN ELA and MATH yearly. The site team observed results from the Middle of the Year ClearSight ELA assessment indicating that the school has made great strides in meeting that goal since the Beginning of the Year Assessment. The site team has confidence that the school will continue its path of successful academic achievement in a culture that embraces diversity, equity, and inclusion. It was also noted that the school has an exemplary record in educating exceptional students, as well as English Language Learners.

School Improvement is the goal of the Mayor's Performance Evaluation and with that in mind, the site team made the following recommendations, based on evidence gathered from an extensive review process:

- While the Curriculum is Standards-Based and implemented with fidelity at the school, some teachers expressed concern that they need more help with developing unit and lesson plans. The site team recommends additional professional development and more assistance with sourcing materials and designing lesson/unit plans for the teaching staff.
- All key stakeholders of Paramount Englewood understood and were extremely committed to the mission of the school, however, parents said they had not received a survey to assess perceptions of the school or any concerns they might have. The site team recommends, particularly in lieu of the recent move to a new location and a high number of staffing changes at the school, that the school implement a parent/guardian satisfaction survey to provide data to determine areas of concern to families and to reinforce the school's mission which would inspire greater levels of parent engagement and involvement.
- Parents were also interested in having meaningful opportunities to learn more about the school's curriculum, ideologies, and culture. The site team recommends that the school host a Parent University or another type of event specifically to inform parents regarding the education and expectations of their students.
- In lieu of the change in staffing and some inconsistencies with handling behavior infractions, both observed by the site team and reported by stakeholders, (often pertaining to dress code), the site team recommends that the school have professional development on the Behavior Management system and how it should be implemented in each classroom, as well as the recovery room, with classes normed for consistency.

The site team believes that, by addressing these suggestions for improvement, the school will continue to grow as a highly functioning, close community of learners.