


**Clarity Education: CQ4 Report Prepared for the Office of Education Innovation
 Irvington Community Elementary School - Fourth Year Evaluation
 Visit October 20, 2025
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<p style="text-align: center;">Mission</p> <p>Provide a small, safe learning community where respectful behaviors are modeled and expected. Offer a college-prep, career-readiness curriculum that focuses on developing a strong work ethic and creative thinking. Prepare all students for post-secondary success.</p>		<p style="text-align: center;">“The Irvington Way”</p> <p>Be Respectful Be Responsible Be Safe Be Involved Be Focused</p>
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<p>Site Visit Overview</p>
<p>This report includes a performance evaluation of Irvington Community Schools completed by members of the Clarity Education Evaluation Team in December 2025 (with the visit occurring in October 2025). The evaluation reflects the Office of Education Innovation Core 4 Question: “Is the school providing the appropriate conditions for success?”</p> <p>The school evaluation team employed a comprehensive mixed-methods approach, gathering both quantitative and qualitative evidence throughout the process. An initial meeting was held with building leadership to establish context, clarify expectations, and coordinate logistics for the evaluation. ICES completed a thorough self-assessment, identifying strengths and areas for growth across each indicator within Quality Framework 4. In support of this self-assessment, the ICES team uploaded extensive documentation and data artifacts aligned to each indicator. Similar to the evaluation team’s visit in 2023, in addition to data provided by ICES, the team reviewed the school’s website, social media platforms, and previous OEI reports to gain further insight into the school’s historical context, progress, and areas of development.</p> <p>As part of the on-site evaluation, the team conducted a full-day visit to ICES, observing each classroom at least twice, once in the morning and once in the afternoon, using different evaluators to ensure diverse perspectives across content areas and instructional approaches. Particular attention was given to intervention blocks. The team also held in-person meetings with the Special Education team, ESL team, teachers, and school leadership. Subsequent focus groups were conducted with students, parents, and teachers, to deepen understanding of the school’s climate and practices.</p> <p>The site visit reflected a highly positive school environment. ICES demonstrates a welcoming,</p>

community-centered, and purpose-driven culture. For example, we asked the family focus group if the school were to be 5% better, what would that look like? One parent responded, “My 5% was fulfilled this year [students are] having fun, being together, there is school spirit.” This sentiment is reflected in a lot of our data about positive momentum moving forward.

The school community, once again, is embracing new leadership and curricular shifts with optimism and a commitment to continuous improvement. A strong sense of belonging is evident, with students recognized and valued as individuals. While the community acknowledged that current student achievement data remains below the Indiana state average, incremental growth trends are evident.

Overarching opportunities for improvement includes corporation alignment, curricular growth in content and lesson plan internalization, and a shared school philosophy of classroom guidance/management (like Responsive Classroom).

During the final summary meeting, the Leadership Team expressed alignment with the strengths and identified opportunities for growth presented by the evaluation team. The recommendations that follow are designed to offer actionable strategies, targeted resources, and innovative approaches for ICES to consider as part of its ongoing improvement process.

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School Background (Provided by ICES)

Mission Statement

The mission of the Irvington Community School is to

- Provide a small, safe learning community where respectful behaviors are modeled and expected.
- Offer a college-prep, career-readiness curriculum that focuses on developing a strong work ethic and creative thinking.
- Prepare all students for post-secondary success.
- Develop responsible citizens through involvement in service learning and community engagement for the betterment of local and global communities.

The vision of Irvington Community Elementary School (ICES) is to cultivate “Accountable Minds and Determined Hearts” by ensuring every child has access to a challenging academic program, targeted supports, and meaningful enrichment opportunities. We believe in educating the whole child by balancing rigor with creativity, structure with choice, and high expectations with individualized support. By aligning curriculum, assessment, and instruction with a focus on growth and equity, ICES seeks to empower students to achieve their fullest potential and embody the values of responsibility, respect, and resilience.

Academic Program

The academic program at ICES is designed to provide rigorous, standards-based instruction that prepares all students for success in college, career, and citizenship. Our vision is to ensure that every student develops the knowledge, skills, and character needed to thrive in a diverse and rapidly changing world.

Core Components of the Academic Model:

1. Standards-Aligned Curriculum
 - All instruction is grounded in the Indiana Academic Standards and supported by evidence-based curricula in core content areas.
 - Curriculum maps and pacing guides are collaboratively developed to ensure vertical and horizontal alignment across grade levels.
2. Multi-Tiered Systems of Support (MTSS)
 - Daily *Flight Time* provides targeted intervention and enrichment based on student performance data.
 - Tiered supports address academic, behavioral, and social-emotional needs, ensuring every student receives the right level of support to grow.
3. Data-Driven Instruction
 - Teachers use ongoing formative and summative assessments (NWEA MAP, ILEARN checkpoints, IREAD, Acadience) to monitor student progress.
 - Data dashboards allow staff to analyze student performance across subgroups and adjust

instruction to meet individual needs.

4. Culturally Responsive and Differentiated Instruction
 - Teachers are trained in strategies that validate and affirm student identity, background, and learning styles.
 - Instruction is intentionally designed to differentiate for diverse learners, including English Learners, Special Education students, and high-ability students.

5. Instructional Strategies for Engagement and Rigor
 - Research-based frameworks such as the Fundamental Five and Kagan Cooperative Learning structures are integrated across classrooms to promote authentic learning and high levels of engagement.
 - Teachers intentionally frame lessons, apply primacy/recency strategies, and provide opportunities for collaborative discourse and critical thinking.

6. Enrichment and Whole-Child Development
 - Students participate in Wonder Wednesday rotations (STEM, Art, Music, Spanish, Theater) to foster creativity and exploration.
 - Programs such as the Junior Chef’s Club, RoboRavens, and Drama Club cultivate curiosity, leadership, and community connections beyond the core curriculum.

Student Demographics

Grade	Enrollment	Blk	His	White	Multiracial	Unclassified	SPED	ELL	F/R Lunch
PK	9	1	1	6	1				*71%
K	59	13	6	25	6	9	3	2	
1	55	15	5	26	7	2	8	3	
2	54	9	4	25	15	1	8	4	
3	59	18	18	25	5	2	10	2	
4	46	14	8	18	5	1	18	4	
5	54	13	5	29	4	3	13	6	

**71% Free and Reduced Lunch across grades K-5*

Sources: School reported & <https://indianaqps.doe.in.gov/Summary/Corporation/6765>

Historical Performance

Academic Performance Data

	Percent Proficient by Grade					
	3rd		4th		5th	
	2025	2024	2025	2024	2025	2024
<i>I-READ 3</i>	71.4%	83.1%				
ILEARN ELA	22%	23%	32.7%	41.2%	32.4%	29.2%
ILEARN Math	20.6%	24.6%	21.8	39.7%	13.2%	15.4%
<i>ILEARN Science</i>			30.9%	43.3%		
<i>ILEARN Social Studies</i>					35.3%	25.4%
Source: https://www.in.gov/doe/it/data-center-and-reports/						

Attendance Data

2025-2026: 90.12%

2024-2025: 89%

2023-2024: 91.6%

Discipline Data

2025-2026 to date	
# of OSS	Not reported
# of ISS	Not reported
# students expelled	0
Source: ICES staff	
2024-2025	
# of OSS	Not logged

# of ISS	Not logged
# students expelled	6
Source: ICES staff	

[GPS Data](#)

[ICES Self-Assessment](#)

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?	Finding
Curriculum: Does the school have a high-quality curriculum and supporting materials for each grade?	Meets
Pedagogy: Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching
Instruction: Does the school effectively use learning standards and assessments to inform and improve instruction?	Approaching
Staffing: Has the school developed adequate human resource systems and deployed its staff effectively?	Meets
Mission: Is the school's mission clearly understood by all stakeholders?	Meets
Climate: Is the school climate responsive to the needs of students, staff, and families?	Exceeds
Family Communication: Is ongoing communication with students and families clear and helpful?	Meets
SPED Compliance: Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Meets
MLL Compliance: Is the school implementing best practice related to access and services to students with limited English proficiency?	Approaching

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

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

Data/Artifacts Reviewed

4th Grade Curriculum Planning 2025–26, Bullseye Schedule 25–26 S1, ICES Curriculum (schoolwide curriculum list), 25–26 Data Dashboard, Classroom observations, Teacher, staff, and leader interviews, Focus groups with teachers, parents, and support staff

Summary of Findings

ICES meets this standard with 20/24 (83%)

Curriculum a) The curriculum used across all areas is rigorous, evidence-based, and aligned with state standards. *IECS uses evidence-based core programs such as Savvas for Math, Science, and Social Studies, Wonders for ELA, and Voyager and WestEd Pathways and Pitfalls for intervention. These materials align with the Indiana Academic Standards. Grade-level planning documents outline standards, objectives, materials, and assessments that support a consistent approach to instruction.*

Curriculum b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups. *Staff report that they review pacing and make adjustments based on data, but the school does not have documented curriculum review cycles, formal revision logs, or structured subgroup analysis connected to curriculum decisions. Evidence indicates that practice occurs in some areas but is not yet systematic.*

Curriculum c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives. *Teachers use the Curriculum Map Template 2025–26 to document pacing, standards, essential questions, and materials.*

Curriculum 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 alignment appears consistent within grade-level teams through shared pacing guides and common planning. Vertical alignment happens through collaboration and standard alignment.*

Curriculum e) Instructional staff have access to the provided materials to deliver the curriculum effectively. *Teachers report access to required materials for core instruction programs. Planning documents show these materials in regular use.*

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

Teachers use the curriculum map template and pacing guides as part of planning. The Bullseye observation structure monitors implementation. Staff noted that pacing expectations can make it difficult to slow down for reteaching or adjust instruction based on student needs.

Rubric Rating

a) The curriculum used across all academic areas is rigorous, evidence-based, and aligned with state standards.	Sustaining (4 points)
b) Systematic reviews of curricula are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups.	Emerging (2 points)
c) The school regularly reviews instructional curriculum maps to ensure presentation of content is aligned with learning objectives.	Implementing (3 points)
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.	Implementing (3 points)
e) Instructional staff have access to the provided materials to deliver the curriculum effectively.	Sustaining (4 points)
f) Instructional staff understand and uniformly use curriculum documents and related program materials to effectively deliver instruction.	Sustaining (4 points)

Strengths

- Evidence-based curricular materials are implemented schoolwide, including Savvas (Math, Science, Social Studies), Wonders (ELA), Voyager, and West Ed Pathways & Pitfalls, providing rigor and coherence across classrooms.
- Curriculum documentation expectations are consistent and clearly communicated, as shown in the Curriculum Map Template and grade-level planning documents.
- Horizontal alignment within grade levels is strong, with weekly planning demonstrating shared instructional goals and pacing.

Pedagogy: 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

Mission statement, Focus groups: parent/caregivers, students, staff, Lesson Plans, Student Work (as observed in classrooms), Observations in all classrooms – (with documentation), Bullseye Schedule 25-26, Professional Development Calendar, 4th grade Curriculum Planning , 5C 25-26 Data Dashboard, ICES Policies and Procedures, School Calendar, Redline TAP Rubric, Educator Observation Reports, Scope and Sequence Planning (2025-2026), Teacher evaluation indicator scores, Assessment Results - ILearn

Summary of Findings

ICES is approaching the standard with a total of 21/28 (75%).

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

In the majority of classrooms, the curriculum is implemented with fidelity. Several new educators are part of the school community this year, and there is a difference in grasp in the curriculum as their development is different compared to seasoned teachers (naturally, so). A few seasoned teachers are also using more outdated practices. ICES leadership is aware and implementing targeted mentorship and coaching to support all educators in curricular fidelity. As a note, the evaluation team observed a significant improvement in the attainment of the curriculum compared to 2023 when the curricular rollout was occurring in multiple disciplines.

The following curricula are used and meet IDOE state standards.

Math- Savaas

ELA- Wonders

Science- Savaas

Social Studies- Savaas

Intervention Math- West Ed Pathways and Pitfalls

Intervention Reading- Voyager

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

There is no “specific” documented lesson internalization process; however, administrators and coaches engage in scheduled walk-throughs (consistent, planned, bullseye-targeted observations and feedback mechanisms). Teachers plan together as grade-level teams where they discuss learning objectives and student outcomes. Further, teachers turn in lesson plans with standards and learning objectives.

Pedagogy 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.

Staff report there are no quantitative processes in place; however, administrators have several proactive ideas, including using templates, peer planning protocols, and teacher self-reflections in the future. Teachers do use data dashboards and co-plan to address core learning objectives.

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

ICES is engaged in Kagan Cooperative Learning Practices to support student interests and learning styles. The evaluation team noticed higher student and teacher engagement in classrooms where the strategies were being implemented. In interviews, teachers were excited about these practices and were observing positive gains. Although not in used in every classroom, this is an area of large growth for ICES in comparison to past years. However, during class observations, a wide range of use among teachers was observed - some teachers were fully incorporating the practices, and student engagement was high and in other classrooms,

IA engagement for student support was much stronger compared to 2023, but there were still a few IAs not engaged with students at all and this seemed to be a missed opportunity for differentiated support.

With the exception of 3rd grade Reading/ELA, when overlaying the classroom observation notes with test score data, one will notice an upward trend with teachers engaged in Kagan practices versus those who are not.

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

The focus on Kagan Cooperative Learning Structures has been pivotal in grounding the pedagogical culture of the school. As stated above, while growth in some classrooms is still needed (and recognized by school administrators), the structures have been a value-added to instruction to reach true, authentic learning.

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

**It is clear ICES has a strong focus on belonging and student identity. Children’s literature representing different racial and cultural identities was present in some classrooms, but not consistently found. Because the curriculum does not always reflect the identities of students at ICES, administrators recognize the need for increased PD and resources in this area.*

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

Feedback for teachers regarding instructional practices are evidenced in walk-through, peer mentorship and bullseye feedback. Self-assessment survey feedback articulated the desire for increased communication and providing more opportunities for structured approaches within PLCs

Rubric Rating

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

Approaching - 2

b) A clearly documented lesson internalization process is used to explicitly target core learning objectives across all academic areas.	Approaching - 2 (if a 2.5 was "allowed" that would be a better fit)
c) A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.	Implementing - 3
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	Approaching- 2
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	Sustaining - 4
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	Sustaining - 4
g) Staff receive explicit feedback on instructional practices on an ongoing basis.	Sustaining - 4

Strengths

- Kagan Cooperative Learning Structures have impacted the pedagogical strength of the school community. Teachers are excited to engage in the practices and are eager to learn more. PD has been targeted to highlight strategies throughout the year.
- Consistent curricula (in all subject areas) have been implemented in math, science, social studies, and reading/language arts, and staff is becoming more confident with content and scope.
- Grade-level teams work collaboratively to plan and use data to enhance student academic growth
- Teachers engage in flexible grouping, flight time, and choice activities to meet the needs of most learners
- An eagerness and enthusiasm from teachers was evidenced in the support and implementation of the Kagan Structures

Opportunities for Improvement

Resources are provided in the "Recommended Next Steps"

- Lesson plan internalization development - while clear progress is there, more documentation is needed
- Wide range of teacher "effectiveness" - in one example, a teacher did not teach any content for 20+ minutes, and in another example, in 20 minutes, the students were documenting writing in cooperative groups while having productive conversations.
- Continued differentiation is needed for all learning levels (including high ability)
- Much improved IA engagement, but still observed that more coaching is needed for time on task to support students

Recommended Next Steps

- For this purpose, “lesson plan internalization” is defined from Instruction Partners as “the deep, purposeful study where teachers move beyond just reading a lesson to truly *own* it, understanding student goals, anticipated challenges, key strategies, and how to adapt instruction for mastery, ensuring they can deliver content confidently and effectively, especially with pre-made curricula” (2025). It was clear throughout the ICES visit that it is an environment with high collaboration with teacher support. Documented lesson plan internalization would be the next step to level up instructional practice and **is an area where the corporation may want to align and engage in a similar practice**. We suggested this to ICMS and IPA in their reports as well.

ICES may want to invite a few teacher leaders across all schools to go over what Lesson Plan Internalization guides and templates might be helpful (and the least cumbersome) for ICES or within the corporation. The links highlight some ideas to pull from:

- [Content Teams Discusson Prompts](#)
- [Reading/Writing Lesson Internalization Protocol](#)
- [Beginning Article \(with several links inside\) for new teachers](#) - This guide is from Texas and discusses their legislation, which won't be helpful, but the content around it explains the “what and why” behind lesson plan internalization
- **Include IAs in lesson plan internalization meetings** for lessons when possible, and provide them with the same objectives and success criteria as teachers.
- The support and PD for the Kagan Cooperative Structures has been outstanding and is making a difference in classrooms. Recognizing (and perhaps compensating if possible) those teachers and having them present at the upcoming summer conference would be a benefit.
https://www.kaganonline.com/workshops/summer_academy/
- The Bullseye walkthroughs are effective and the self-assessment noted that more time is needed for consistent feedback and reflection. A consideration to examine the PD calendar (and ways to differentiate it for teachers).

Instruction: 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

25–26 Data Dashboard, 2025–2026 District Testing Schedule, Instructional coaching samples, ICES Curriculum, MTSS Resources and Team Structures, Lesson plans and sample assessments, Classroom Teacher Schedule, ICS Staff Handbook 25–26, Performance Management Plan, Observation feedback artifacts, Bullseye Schedule 25–26 S1, 25–26 ILT Meeting Agendas, Professional development artifacts, ICS School Calendar 2025–2026, Classroom observations, Teacher, staff, and leader interviews, Focus groups with instructional staff and support personnel, 2025 Spring Staff Satisfaction Survey

Summary of Findings

ICES is approaching this standard with 14/20 (70%)

Instruction a) Assessments utilized are well aligned to learning standards.

IECS uses a range of assessments that align with Indiana Academic Standards. These include NWEA, ILEARN checkpoints, Wonders unit assessments, Savvas topic assessments, and school-developed formative checks. Planning documents show that assessments correspond to grade-level standards. Teachers report that these assessments help them monitor student progress and identify instructional needs; however, concerns were reported about the assessment and intentional support of students who struggle and students with IEPs.

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

Teachers administer a range of assessment formats such as curricular embedded assessments, exit tickets, and intervention progress monitoring tools. These assessments provide multiple ways for students to show understanding. Performance-based assessments occur in some classrooms. Assessment, communication, and intervention are areas for growth for students with IEPs.

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

Teachers and leaders use NWEA growth data, ILEARN data, and local assessments to track student learning. The 25–26 Data Dashboard provides visibility into student performance. Teachers report using these data points to identify students who need intervention support. Evidence of consistent cumulative progress monitoring that leads to growth and goal attainment is still developing.

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

Assessments occur at scheduled intervals during the year, and teachers report receiving results in time to adjust instruction. They use data to form small groups and plan for Flight Time. Documentation of how instructional changes are tracked over time is limited. Teachers note the need for more support in using data to make targeted adjustments for students with IEPs and other students who require intervention.

Instruction 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.

Teachers review subgroup performance during data discussions and use this information to identify students for Flight Time intervention groups. The Data Dashboard supports subgroup visibility, and leadership references

subgroup trends during planning conversations. Documentation of a consistent analysis protocol across grades is limited, and evidence of how subgroup trends inform curriculum or pacing adjustments is still emerging.

Rubric Rating

a) Assessments utilized are well aligned to learning standards.	Implementing (3 points)
b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	Implementing (3 points)
c) Assessments utilized provide student-level data focused on growth and proficiency.	Emerging (2 points)
d) Assessments are administered with sufficient frequency and results are provided in a timely manner.	Implementing (3 points)
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.	Emerging (2 points)

Strengths

- Teachers use a variety of assessments, including NWEA, ILEARN checkpoints, unit tests, exit tickets, and progress monitoring tools.
- Assessment schedules and pacing align with district expectations and support regular data collection.
- Teachers report that data discussions help them identify students who need support in core instruction and in Flight Time.
- The school uses a shared Data Dashboard that provides visibility into grade-level and subgroup performance.
- Instructional coaching and Bullseye observations give teachers feedback on classroom practices connected to assessment use.

Opportunities for Improvement

- Documentation of how teachers adjust instruction and pacing (e.g. reteaching) after reviewing assessment data is limited.
- Data practices vary by grade level.
- Flight Time is intended to support reteaching and extension, but there is not yet a clear system for tracking whether intervention or enrichment activities lead to improved student outcomes over time.

Recommended Next Steps

- Create a consistent process or templates for documenting instructional adjustments that result from data discussions.
- Strengthen subgroup analysis in PLCs with a specific focus on students with IEPs and students receiving interventions. Include special education staff in this analysis.
- Provide additional support to teachers on using assessment data to inform differentiation and reteaching.
- Continue using Bullseye and coaching structures to reinforce effective assessment practices and follow-up actions that lead to goal attainment.

Staffing: 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

ICS Hiring Process and Procedures, ICES New Teacher Manual, ICES Staff Handbook, ICS Organizational Chart, ICS Strategic Plan 2023-2026, New Hire Satisfaction Survey Fall 2024, 2025 Spring Staff Satisfaction Survey

Summary of Findings

ICES meets the standard with a total of 23/28 (82%).

Staffing 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.

Standard recruitment and hiring procedures are in place for district- and building-level administrators, teachers, and staff, including part-time employees.

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

Hiring processes are well-organized, and onboarding is intentional and explicitly supports the success of new staff members.

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

According to the ICS Staff Spreadsheet, ICES employs 19 teachers, 1 instructional coach, and 12 instructional assistants. Classroom observations suggest staffing is adequate, although the list provided by ICS does not match the staff directory online.

Staffing 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.

While the majority of ICES staff are appropriately certified for their teaching assignments, several full-time ICES teachers do not hold teacher licensure and/or do not hold the appropriate certification (ex: 5-12 Historical Perspectives licensed teacher in an Elementary Generalist classroom; 2nd grade teacher with no license). There was no evidence submitted related to plans and timelines for unlicensed or inappropriately licensed teachers.

Staffing 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.

Evidence suggests formal professional learning opportunities are offered 1x per month. Differentiation is explicitly noted as a focus of professional development sessions. However, while analyses of student outcomes suggest a need to focus on math and reading proficiency in certain subgroups (ex: MLL & Sped), it is unclear the extent to which these subgroups are explicitly addressed in professional learning focused on differentiation. Culturally relevant instruction is not noted in professional learning plans.

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

As reported in the ICES School Improvement Plan (SIP), analysis of student outcome data suggests the school should focus on math and reading proficiency across subgroups, including EL and SPED populations, as well as on Tier 1 instruction, rigor in small groups, and progress monitoring. Professional development plans focused on Framing the Lesson/TAP calibration, Differentiation & Small Groups, Data Dashboards & MTSS, and Restorative Practices are generally responsive to student outcome analyses and aligned with the school's strategic objectives and goals.

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

ICES uses the Bullseye Observation system for informal walkthroughs. IAs also receive feedback through the Bullseye system. Formal Observations are conducted by certified evaluators using the NIET/TAP Standards for Teaching & Learning. Overall, the teacher evaluation process is clearly outlined, and data suggest the process is implemented regularly.

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 (4 points)
b) Hiring processes are well-organized and used to support the success of new staff members.	Sustaining (4 points)
c) Staffing levels adequately allow staff to maximize instructional time and capacity.	Implementing (3 points)
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.	Approaching (2 points)
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.	Approaching (2 points)
f) Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	Sustaining (4 points)
g) The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	Sustaining (4 points)

Strengths

- Hiring practices and teacher evaluation processes are clear and standardized.
- The Bullseye system appears effective in supporting teacher development and evaluation. 24/26 teachers and IAs who responded to the staff satisfaction survey reported feedback as somewhat or quite useful, although data from the same source notes that 70% of teachers and IAs report receiving feedback only once in a while or almost never.
- The majority of Instructional Assistants were fully engaged with students during the evaluators' observations. One Instructional Assistant noted appreciation for the inclusion of IAs in the Bullseye system and reported that the feedback received was helpful.

Opportunities for Improvement

- Teachers and IAs may not perceive professional learning to be relevant and/or meaningful to their work. According to the results of the staff satisfaction survey, only 4 respondents (15%) reported professional development to be quite valuable. 22 respondents (85%) found professional development to be somewhat valuable or not at all valuable. (The evaluators acknowledge that teachers and IAs were responding to professional development offered in the 24-25 year under different school leadership)
- Consider increasing professional learning opportunities around differentiation for MLL and Special Education.
- Consider increasing professional learning opportunities focused on culturally responsive practices. In light of current directives from the State of Indiana and IDOE, this may need to be framed as inclusive practices for students to have equal access to learning.
- Inaccuracies or missing information related to employees, teaching assignments, licensure status, and plans for staff to obtain appropriate credentials for teaching assignment.

Recommended Next Steps

- Consider how teacher and IA feedback might inform the format and content of professional development offerings.
- Ensure professional learning opportunities related to differentiation specifically address MLL and Special Education subgroups. Invite Special Education and MLL staff to lead or co-lead these opportunities and ensure there is follow-up and accountability for teachers to implement what is learned.
- Ensure there is a corporation-wide accurate documentation of staffing, teaching assignment, and teacher credentials.
- Staff reported concerns about staffing for the increasing numbers of students needing Special Education services. Continue to attend to this potential staffing need.

Mission: Is the school's mission clearly understood by all stakeholders?

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

Mission statement, Irvington Way poster, ICS Strategic Plan, Focus group, Board of Governors sample agendas, ICES Staff Handbook, ICES Student Survey Responses spring 2024 (open-ended responses only), Student Survey SEL spring 2025 (data not labeled nor disaggregated by ICS school level), Family Survey Spring 2025, Observations with documentation in classrooms and hallways

Summary of Findings

ICES meets the standard with a total of 7/8 (88%).

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

The school’s mission statement is posted on the school website. The “Irvington Way” is a set of principles aligned with the mission statement and is posted throughout the physical school building and print/digital communication, and familiar to students, staff, and other stakeholders as documented during focus groups with the evaluation team. ICES shared results from a student survey and a family survey. While the specific mission statement does not appear to be mentioned specifically in the survey, items available to the evaluators tap key constructs from the school’s mission statement. The procedures and cadence for assessing all stakeholders’ perceptions, knowledge, and commitment to the intentions of the school’s mission are implied by the presence of some survey results, but not explicitly detailed in the evidence submitted.

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

Evidence documents the many partnerships the school has with community organizations, including Community Health, Parallel Learning, support for transportation and clothing closet, YMCA before and after school care, and the I-CAN dog. Communication between the school and families also supports meaningful partnerships to support the school’s mission. Families can expect to receive communication by way of Peek of the Week, class newsletters, Bright Arrow, and PowerSchool Behavior Support.

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 (3 points)
b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school’s mission.	Sustaining (4 points)

Strengths

- Recent changes in front office staff systems have positively impacted partnerships with families and enhanced their ability to support the mission of ICES.
- ICES has multiple strong partnerships with community organizations that support the mission of the school.
- ICES has created routines within the school day and school communication for stakeholders to internalize key components of the mission statement

Opportunities for Improvement

- Plans and timelines for surveying stakeholders' perceptions are unclear. Similarly, based on the evidence the evaluators have access to, it is unclear the extent to which results from existing student surveys are analyzed, including disaggregated, systematically and used to inform practices related to school mission. The evaluators acknowledge there has been a transition in leadership and, perhaps, a gap in systematic access to and/or use of this data.

Recommended Next Steps

- Outline a clear plan and timeline for the collection, analysis, and application of stakeholders' perceptions, knowledge, and commitment to the intentions of the school's mission. include a schedule of when survey results will be discussed, how data will be used, and how school staff will be held accountable for follow-through on data-informed action plans.

Climate: 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

- Spring Survey (Family School Relationships), Culture Analysis, Focus Groups (Student, Teachers, Families, Administration), Family Handbook, MTSS Resources PDF, Focus Groups with Teachers, Administrators, Students, and Families

Summary of Findings

ICES is exceeding the standard with a total of 15/16 (94%)

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

The MTSS plan is comprehensive, thorough, and includes mental health, family outreach, SEL, and adult areas for support. The Data Dashboard also provides teachers with targeted areas for individual student support.

Administration reports that although the framework is in place, it is not yet implemented fully with fidelity. One person noted, "Changes are meant to make us more academically rigorous, and people are starting to buy in to these are worth buying into." Flight Time has been incorporated to provide targeted academic support - it has been received extremely favorably by teachers.

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

**ICES has made strides in culturally responsive and evidence-based interventions like The Tree House and calm corners to help students regulate when challenges arise. As noted above, administrators report that interventions are not yet implemented with fidelity in all classrooms.*

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

**Establishing and nurturing positive relationships is an ongoing strength for ICES. Staff, administrators, and families report a “can-do” attitude when problem-solving or responding to an issue. One teacher commented, “We want them in, not out,” when describing restorative disciplinary practices. The front office staff takes their jobs seriously, recognizing they are the first point of contact and describe the unity within the whole corporation.*

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

*** For all the chaos there could be [regarding significant leadership changes] we are a team, grabbing hold.” This was a consistent sentiment when faculty, admin, and staff were interviewed about climate and strengths and opportunities for growth. A yearly Panorama Survey is given end-of-year, but as stated above, families noted that they feel comfortable addressing concerns to admin and teachers, no matter the time of year.*

Rubric Rating

a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	Implementing - 3
b) Culturally responsive and evidence-based interventions are explicitly identified and implemented throughout the school to support the needs of students.	Sustaining - 4
c) Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	Sustaining - 4
d) Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	Sustaining - 4

Strengths

- According to focus groups and parent/caregiver surveys, families feel comfortable contacting teachers, administrators, and staff if needs arise. Several commented on the positive environment and their students' sense of being seen.

- Administrator presence was mentioned consistently across focus groups, impacting a positive climate and culture.
- A team/grade-level approach to data-based decision-making (CLOs) is used to determine standards and what the team will teach. The evaluation team received consistently positive comments regarding this approach.
- Flight Time is a new value-add in systematizing support.
- Positive comments about IAs from teachers were consistent - in general, significant growth in role and the majority of IAs are more actively working with students to address need

Opportunities for Improvement

- As mentioned in the self-assessment, communication opportunities for underrepresented or less engaged families may not be represented.
- In the self-assessment, administrators acknowledged that some staff need additional training and support with MTSS to engage with fidelity building-wide.

Recommended Next Steps

- A quarterly targeted “20-minute” (short) Zoom invitation or phone call for families (in small groups) who may not typically provide feedback, led by a former teacher connected to their child, may be one way to gather additional voices to supplement survey data. This could rotate monthly, led by a grade level or teacher leader.
- Consider administering mid-year and end-of-year family, student, and teacher feedback surveys to address easier issues more promptly. *This was mentioned across schools in the corporation and would be another way to align a system so families coming from ICES to ICMS would know the flow and timing of feedback. (See also Family Communication)
- The evaluation team agrees with the administration regarding MTSS, as they stated in the self-assessment: *The next phase of implementation should prioritize sustained, job-embedded professional development and coaching, coupled with systematic monitoring and timely feedback. These supports will be essential to ensure that the MTSS framework is fully embedded in daily instructional practice and is consistently used to inform and drive academic, behavioral, and social-emotional interventions across the school.*

Note: *Family Outreach Plan and Mentoring Plan within the MTSS plan referenced a different school district, ICES may want to create their own based on that template for branding purposes

Family Communication: 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

ICES Handbook, Redline TAP Rubric, Family Portal Access Screenshot, Family Portal Communication Example, Family/Caregiver Focus Groups

Summary of Findings

ICES Exceeds this standard with 15/16 (94%)

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

**Families have several platforms to engage with the school, including Powerschool (academic progress), Class Dojo (classroom communication), newsletters, Kickboard (behavior), Bright Arrow (direct communication) and social media (events and updates).*

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

**In focus groups, both families and teachers reported how the size of the school makes communication. Issues are addressed quickly and*

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

**Technology through current tech platforms used by ICES allows for translation of documents in several languages. A corporation-wide approach is the "next step" in fluid communication methods.*

Family Communication 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.

**ICES reported that a "next step" is to create an intake process of preferred methods of communication for every family to promote family-school partnerships.*

Rubric Rating

a) An active and ongoing system of communication between the school and family members in place.	Sustaining - 4
b) Procedures for responding to concerns of families are clearly defined and implemented by all school staff and validated by families.	Sustaining - 4
c) Families are regularly informed in their native or home language of their students' academic and behavioral strengths and areas of need.	Sustaining - 4
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.	Implementing - 3

Strengths

- Families report strong communication support and ease of connecting with teachers and administrators
- Speed of communication was also noted by families, "Very good at communicating, resolving the issue, principal called right away." Another parent commented, "Turn-around time is impressive." Another stated, "The Board of Governors is wide open."
- Families felt very connected over school-wide events like Bingo, the skate party, and the Halloween celebrations. One parent stated, "The elementary has really stepped it up. We had a Bingo night where everyone came together, [the] charter school is a family."

Opportunities for Improvement

- As stated above, an end-of-the-year panorama might not capture smaller issues that could be addressed mid-year.
- Families requested greater overall cohesion across schools across the corporation. In one example, there was an early dismissal in one building for weather, and the other did not dismiss. It is clear from focus groups and shared documentation that this is a goal among all schools.

Recommended Next Steps

A few creative suggestions for engaging in communication in different ways (shared for ICES, ICMS, and IPA).

- **Micro-messaging** is becoming a trend with larger districts and may be a good strategy for the Irvington Corporation as a whole. On social media and other avenues, there is a "micro-question" or action request like if ICES is advertising Bingo night, it might be "Have you ever yelled "BINGO" in a

crowd? This easy “yes or no” answer encourages engagement that isn’t high-stakes and gets people talking.

- **Weekly 60-Second Video Updates** (in addition to emails, many families enjoy a weekly “Motivation Monday” or “Friday Recap” video that is short, informative, and predictable (it may have a motivational quote at the end). Some districts feature different people each week, which also keeps families engaged and watching (don’t forget the closed captions)!
- **“You said, We did” Feedback Updates** - letting families know how you responded when different issues arise (both positive and challenges).
- **AI Usage for Translating** - For languages that might not be part of the current technology platforms, ChatGPT/Claude/Co-Pilot have capabilities for translation in all languages.
- **Consider a mid-year shorter survey** to address issues quickly and celebrate strengths
- **Keep up the school-wide events** - they are a hit and do a lot for recruitment of families as well!
- **Engage in the intake process** mentioned in the self-assessment to gather information from preferred communication methods, needs, and potential barriers for every family at the beginning of the year.

SPED Compliance: 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

ICES Meeting Notes, ICES MTSS Tracking 24–25, ICES Notices of Case Conference, ICES Parent Communication, ICES Special Education Services Feedback Survey, ICES Student Conference Files, Reviewed IEPs, Classroom observations, Teacher, staff, and leader interviews

Summary of Findings

ICES meets the standard with 16/20 (80%)

SPED Compliance a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs in present level of performance of the student and are being delivered as outlined.

Reviewed IEPs include required components such as present levels, goals, service minutes, and accommodations. Documentation indicates that services align with identified needs and are being provided as scheduled. Staff noted that service delivery is consistent, although limited by available personnel and competing responsibilities.

SPED Compliance b) IEP plans include student specific goals and plan for progress monitoring of student goals. Evidence of ongoing assessment is present.

IEPs contain measurable goals connected to present levels of performance and include plans for monitoring progress. Annual reviews reflect updates based on student performance.

SPED Compliance c) IEP goals are rigorous, based on state and national learning standards, and related to present levels of performance.

Reviewed IEPs show alignment between goals, present levels, and Indiana Academic Standards. Goals are relevant to student needs and instructional contexts. Present level narratives support the identification of appropriate goals.

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

Annual review documentation confirms that goals are revised based on updated present levels. Required case conference meetings are held, and notifications and conference notes were included in reviewed files. Opportunities for deeper instructional alignment are limited by staffing and time.

SPED Compliance e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction, as well as accommodations that align with student needs. Evidence of specifically designed curriculum, instruction, and accommodations is present.

IEPs list accommodations that correspond to student needs, along with descriptions of specially designed instruction. Implementation in general education classrooms varies. Some special educators and general education teachers report uneven communication.

Rubric Rating

a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs in present level of performance of the student and are being delivered as outlined.	Sustaining (4 points)
b) IEP plans include student-specific goals and plan for progress monitoring of student goals. Evidence of ongoing assessment is present.	Emerging (2 points)
c) IEP goals are rigorous, based on state and national learning standards, and related to present levels of performance.	Sustaining (4 points)

d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	Sustaining (4 points)
e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction, as well as accommodations that align with student needs. Evidence of specifically designed curriculum, instruction, and accommodations is present.	Emerging (2 points)

Strengths

- IEPs include required components, including present levels, goals, accommodations, service minutes, etc.
- Goals reviewed are aligned to student needs and state standards.
- Staff report that services listed in IEPs are delivered as scheduled.
- Documentation shows progress monitoring expectations within IEPs.
- Annual case conference processes and timelines are followed.

Opportunities for Improvement

- Improve systems for monitoring progress toward IEP goals and ensure that progress monitoring informs instructional adjustments.
- Provide more structured opportunities for co-planning and data review across teams.
- Address high case loads that limit the amount of instructional and behavioral support available to students beyond required services.
- Strengthen consistency in implementing accommodations across general education classrooms.
- Improve communication between general education and special education staff to support alignment of instruction and services.

Recommended Next Steps

- Create consistent co-planning structures for general education and special education staff.

- Develop a shared system for monitoring IEP goal progress and using results to guide instruction.
- Provide additional professional development on implementing accommodations and specially designed instruction and behavior management strategies.
- Review special education staffing levels and case load assignments.
- Establish clearer expectations and rhythms for communication.

MLL Compliance: 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

Reviews of student Individual Learning Plan (ILP), Interview with staff, Sample classroom teacher lesson plans, classroom observations, MLL daily schedule, ICS MLL WIDA file, sample communication

Summary of Findings

ICES is approaching the standard with a total of 11/16 (69%).

According to the evidence provided by ICS (spreadsheet titled “data”), ICES serves 25 students identified as Multilingual Learners (ML) in grades K-5, a relatively small proportion of the total student enrollment at ICES. With limited resources, the ESL coordinator and collaborators provide services for ML students that comply with Indiana law.

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

Data from focus groups, interviews, and provided documentation suggested the ESL coordinator and ESL instructional assistant understand the legal obligations, current legislation, research, and effective practices related to services for ML students. Ideally, general education teachers would also have a clear understanding

of these concepts. General education classroom observations and provided lesson plans did not show evidence of classroom teachers’ understanding of the same concepts.

MLL Compliance b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies per the modifications and accommodations listed in the ILP to meet the needs of ELL students. Lesson plans and/or lesson internalizations and observations include evidence that these differentiated strategies are implemented in classroom instruction.

Data from focus groups, interviews, and documentation suggested the ESL coordinator and ESL instructional assistant have knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs of ML students. General education teachers should have knowledge of the language acquisition process and understand how to differentiate instruction according to the ILP and through lesson plans and instructional strategies. The classroom observations and provided lesson plans did not show evidence of classroom teachers’ knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs of ML students.

MLL Compliance 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.

The ESL coordinator, in collaboration with school leadership and instructional assistants, oversees sound procedures related to compliance with ML students, parents, and external providers. All documents provided suggest ICES is in full compliance with the law and regulations in this regard.

MLL Compliance d) ILP plans include “strategies, instructional and assessment accommodations, modifications, goals for the student, the student’s English language proficiency levels, state and local assessment data, and details on their EL services (i.e. program model, frequency)” (IDOE EL Guidebook, 2023-2024). Evidence of academic progress is evident through student subgroup analysis.

The sample reviewed includes strategies, accommodations, modifications, goals, English language proficiency level, assessment data, and details on EL services.

No evidence of student subgroup analysis or specific EL progress monitoring on academic outcomes was provided by the school. It is possible student subgroup analysis and/or EL academic progress is tracked through the Data Dashboard, but it is not clear from the evidence to which the evaluators have access.

Rubric Rating

<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.</p>	<p>Implementing (3 points)</p>
<p>b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies per the modifications and accommodations listed in the ILP to meet the needs of ELL students. Lesson plans and/or lesson internalizations and observations include evidence that these differentiated strategies are implemented in classroom instruction.</p>	<p>Emerging (2 points)</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.	Sustaining (4 points)
d) ILP plans include “strategies, instructional and assessment accommodations, modifications, goals for the student, the student’s English language proficiency levels, state and local assessment data, and details on their EL services (i.e. program model, frequency)” (IDOE EL Guidebook, 2023-2024). Evidence of academic progress is evident through student subgroup analysis.	Emerging (2 points)

Strengths

- The ELL coordinator is knowledgeable and leads services related to ELLs in compliance with legal requirements.
- The instructional assistant serving ELLs at ICES offers solid instruction and a sense of belonging for ELL students.
- Processes involving communication with parents and other stakeholders is clear and in compliance with legal requirements. When needed, communication is in the home language of students and families.

Opportunities for Improvement

- Increased attention to language development in the general education classroom, including intentional differentiation in lesson planning and instruction for ELs based on their WIDA levels and academic profiles.
- Increased intentionality around students who are close to exiting EL services, including exploration of possible curricula for the IA to use with those more advanced EL students.
- Consideration of how more structured instruction, such as Orton-Gillingham during Flight Time, can be complemented with instruction that responds to the holistic language development needs of ELs (this can also occur during general education classroom time, if intentionally planned and integrated).

Recommended Next Steps

- Continued professional development focused on sheltered instruction and linguistically responsive instruction, and general attention to ELs when building teachers’ skills in differentiation.
- Increased emphasis on lesson planning with ELs in mind, including intentionality regarding instructional accommodations in the general education classroom and considering specific EL students within one’s general education classroom.

Additional Resources

With the leadership change (and since time has passed), we wanted to reshare curricular and teacher support resources that were in the 2023 report for a refresher if helpful! Please let us know if you'd like an "e-introduction" to any of these people or organizations listed below.

Community Curricular Resources

- [The Children's Museum of Indianapolis Educator Resources \(Free Lessons and Units of Study linked here\)](#) – Becky Wolfe is the Director of School Services and Education Resources and can help you find the resources you need. They also have a strong unit of study for 4th/5th graders regarding Civil Rights and education access through the eyes of Ruby Bridges and now Malala.
- [The Benjamin Harrison House Presidential Site](#) provides a wealth of information and curricular resources for K-5 Social Studies and Civic Education. The VP of Education, Roger Hardig, would be more than happy to visit classrooms or offer PD (for free) to share resources. They also have a Canvas module for teachers with access to lessons and 3-D artifacts for schools to use.
- [The Indianapolis Zoo Educator Resources](#) provides free access to activities regarding Citizen Science and Wildlife Watches that would add a real-world relevance to science and language arts activities. Each summer they offer educator PD through the [Center for Global Species Survival](#) which has a plethora of practical hands-on activities for elementary learners focused on a specific animal (excellent for animal adaptations, life sciences connections – all reflected in the new Indiana Standards). The scientists at CGSS feel passionately about the education of learners and will visit classrooms for free to share their latest research. If ICES wants to explore further, reach out to Education Director Tolly Foster.
- The Department of Natural Resources's [Project Wet](#) and [Project Wild](#) Trainings and Curriculum Guides provide robust activities that integrate science, social studies, language arts, and math in active ways. These trainings are free and come with a wide variety of free materials (especially Project Learning Tree). They also address grades PK-12 and guides are also offered in Spanish. (They also have Flying Wild, Aquatic Wild, and Climate & Wildlife). If interested, reach out to Kathy Mandren for more information.
- [Indiana State Museum Educator Videos](#) This educator guide has a wealth of videos around social studies, STEM, and current events. They also provide free curriculum guides for PreK-12. Nicole Rife is the education liaison for the museum.

Resources focused on Inclusivity and Belonging

- [Differentiation and the Brain](#) (D. Sousa and C. Tomlinson) may be a text your staff would enjoy as a choice for PD to help take them to "the next level" of aspects of differentiation and the importance of rich activities within differentiation. It has a strong educational neuroscience component which would also connect to SEL initiatives.
- [This article by C. Tomlinson](#) (Tomlinson is an excellent all-around resource on differentiation) provides an overview of what differentiation can look like in process, product, and content and offers more strategies.
- In [Culturally Responsive Teaching and the Brain](#), author Zaretta Hammond discusses the practice of becoming a "warm demander," "a teacher who communicates personal warmth toward students while at the same time demands they work toward high standards" specifically with students of color. This practice is a practical way that can make a positive impact within the test score achievement gap. Hammond includes several activities related to the book on her website. [Zaretta Hammond's Website with educator resources is linked here.](#)

- Art work was abundant and beautifully displayed in the hallways, but inside the classroom, little documentation was found to represent the students' identities or authentic work. Simple student-created self-portraits or printed-out photos can contribute to growing culturally responsive pedagogy. This [brief article](#) describes the benefits of incorporating self-portraits within a school community. Although the article is for PreK, many schools do it each year, K-8. Further, Dr. Erica Buchanan Rivera is a local author whose research is centered on creating identity affirming classroom environments (and wrote "[Identity Affirming Classrooms](#)"), she could be an outstanding resource for PD or a book study.

MTSS and Assessment Resources

- The free resource [Assessment Practices Within a Multi-Tiered System of Supports](#) from the CEEDAR Center and the Office of Special Education Programs at the U.S. Department of Education, primarily pages 31-36, may be helpful.

Indiana Learning Lab Resources

All-encompassing for faculty, administrators, and families - <https://inlearninglab.com/>

Thank you for the opportunity for the team to take part in ICES's Q4 evaluation again and for (once again) providing such a welcoming and community focused atmosphere. We appreciate the time and effort it took to prepare for the visit. There are so many positive and unique aspects of ICES but what stands out is the momentum and drive for care of students. If you have questions or concerns regarding the report, please feel free to reach out to:

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