

Evaluation of Indianapolis Mayor-Sponsored Charter School

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



2710 Bethel Ave
Indianapolis, IN 46203

Site evaluation conducted October 24, 2023

Evaluation conducted by:

Kimbre McWhorter
Luke VanDeWalle

CONTENTS

SCHOOL BACKGROUND

OEI RATINGS SUMMARY

INDICATOR 4.1

INDICATOR 4.2

INDICATOR 4.3

INDICATOR 4.4

INDICATOR 4.5

INDICATOR 4.6

INDICATOR 4.7

INDICATOR 4.8

INDICATOR 4.9

INDICATOR 4.10

CLOSING AND RECOMMENDATIONS

SCHOOL BACKGROUND

Mission Statement

The mission of pilotED Schools is to empower K-8 students in the ways in which they see themselves and the world around them through the use of a school model that embodies social-emotional identity development, a robust civic engagement system, and a rigorous culturally relevant academic curriculum. Through this model, pilotED strives to interrupt generational cycles of poverty.

Program

PilotED Bethel Park Elementary School is a charter school for students in grades K-6. Situated on the southeastern side of Indianapolis, the school's identity curriculum revolves around three core principles: social identity, academic excellence, and civic engagement.

The school's educational program includes an array of offerings, encompassing mental health counseling, an on-site food pantry, and a thrift store for recycled clothing. Bethel Park integrates Restorative Justice practices through a positive behavior management system, with a particular focus on Positive Behavioral Interventions and Supports (PBIS), trauma-based interventions, and the addition of dedicated support personnel, including a school-based social worker, Bowen Center Therapists, Dean of Culture, and RTI interventionists.

To enhance the school environment, Bethel Park features a farm and garden located within the school's courtyard. In addition to growing fruits and vegetables, the school has chickens, goats, and cats.

PilotED also operates another elementary school in Las Vegas.

Student Demographics

Enrollment	2022-23	Year to Date 2023
K	27	38
1	43	26
2	47	40
3	32	45
4	30	30
5	15	29
6	20	13
7	0	0
8	0	0
Total	215	221

Race/Ethnicity	October 1, 2022	Year to Date 2023
Native American	1%	0%
Asian	0%	0%
Black	48%	49%
Hispanic	19%	16%
Multiracial	16%	19%
Native Hawaiian or Pacific Islander	0%	0%
White	16%	16%

Other Demographic Info	October 1, 2022	Year to Date 2023
Students with IEPs	8%	9%
English Learners	12%	11%
Free/Reduced Lunch	85%	85%

Attendance Data	2022-23	Year to Date 2023
Attendance Rate	89%	90%

Discipline Data	State Average	2020-21 School Year	2021-22 School Year	2022-23 School Year	Year to Date, 2023
In School Suspensions	3.9%	Unavailable	Unavailable	Unavailable	Unavailable
Out of School Suspensions	5.2%	5.4%	15.8%	13.4%	11%
Expulsions	0.2%	0%	0%	0%	0%

Academic Performance Data

iLEARN ELA	2021	2022	2023
PilotEd Bethel Park	13%	16%	18%
IPS	19%	22%	22%
Indiana	41%	41%	41%

iLEARN Math	2021	2022	2023
PilotEd Bethel Park	3%	16%	21%
IPS	14%	20%	21%
Indiana	37%	39%	41%

iLEARN Science	2021	2022	2023
PilotEd Bethel Park	6%	13%	14%
IPS	15%	18%	17%
Indiana	38%	39%	38%

iLEARN Social Studies	2021	2022	2023
PilotEd Bethel Park	-	0%	0%
IPS	15%	15%	15%
Indiana	39%	38%	39%

iRead3	2021	2022	2023
PilotEd Bethel Park	50%	45%	57.5%
IPS	60%	63%	61%
State Average	81%	82%	81%

OEI RATINGS SUMMARY

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
4.1. Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching 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?	Does Not Meet Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6. Do all stakeholders clearly understand the school's mission?	Meets Standard
4.7. Is the school climate responsive to the needs of students, staff, and families?	Approaching Standard
4.8. Is ongoing communication with students and families clear and helpful?	Meets Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practices?	Exceeds Standard
4.10. Is the school implementing best practices related to access and services for students with limited English proficiency?	Exceeds Standard

INDICATOR 4.1

Does the school have a high-quality curriculum and supporting materials for each grade?	Meets Standard
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Data/Artifacts Reviewed
Eureka math guides, CKLA guides, Project Lead The Way documents, social studies materials, professionals development documents, Ed Reports curriculum evaluations, listing of school's curricula
Summary of Findings
4.1 a) The curriculum used across all areas is rigorous, evidence-based, and aligned with state standards. The school uses CKLA and Eureka Math, both are rigorous and evidence-based and aligned with state standards. The school is beginning to use Project Lead the Way for science, but not all students have science class, and on the day of the observations, a teacher was teaching a kindergarten science class from CarlyAndAdam.com Of the 16 staff members who responded to the survey, 31% responded less than favorably to the statement, "Our curriculum is rigorous, evidence-based, and aligned with state standards."
4.1 b) Systematic curricula reviews are conducted by administrators and school staff to identify gaps based on student performance across and within subgroups. Rigorous curricula were adopted in previous years based on student data. The school says they have stopped using NWEA MAP in favor of iReady because they think it will better align with iLearn.
4.1 c) The school regularly reviews instructional curriculum maps to ensure content presentation is aligned with learning objectives. The school has four coaches. Teachers stated that a coach is in their classroom each week and that one of the key measures is whether they are following the curriculum. Coaches review lesson plans and verify that the internalization process was followed.
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. The curricula the school has adopted have well-defined horizontal and vertical alignment. Greater alignment of fluency skills is necessary as it is unclear what mastery looks like for basic skills and when that mastery is expected. The school stated in a document that Reflex is used for math fluency, but it was not observed on the day of the review, nor were there examples of Reflex data seen in classrooms or documents shared with the review team.
4.1 e) Instructional staff have access to provided materials to deliver the curriculum effectively.

75% of staff who responded to the survey agreed favorably to the statement, “We have access to the materials we need to deliver the curriculum effectively.” Two statements included, “I always receive material I need to teach for kids and myself,” and “We have all the materials and if we don’t we only need to ask, and they will order them.”

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

Throughout the school, there was evidence of the adopted curricula in use. However, there were also examples of the curriculum not being used.

For example, a 5th-grade math class was observed. During the observation, a teacher opted not to teach a Eureka math lesson because students were pulled out for intervention. The nine students left in the class were told to do iReady on their computers.

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

The adopted curricula are rigorous and well-regarded: Eureka Math, iReady, Core Knowledge Language Arts, and Project Lead the Way.

Some classrooms had classroom libraries. There is a shared library.



The school's shared library

Opportunities for Improvement

Science is considered an elective class. The class is scheduled for 45 minutes two to three times per week.

Not all classroom libraries are leveled so that students can easily find a book at the appropriate reading level, nor are all libraries neat, well-organized, and inviting students to read.



An example of a classroom library that should be more organized and more inviting to students.

Recommended Next Steps

Increase the science instruction, particularly at the higher grade levels.

Generate a concise one-page document outlining the classroom library expectations. The library should be carefully curated, offering books tailored to various reading levels, genres, and interests to cater to a wide range of students. Organizing the library is equally essential, ensuring that books are appropriately labeled and leveled to assist students in selecting texts that match their reading abilities. The space should be inviting and comfortable, with cozy seating and well-lit areas, encouraging students to explore and engage with the books. Keeping the collections regularly updated and well-maintained ensures the library remains a dynamic resource. Adhering to these guidelines contributes to developing a vibrant elementary classroom library that fosters a passion for reading and supports academic growth. Conduct consistent walkthroughs to confirm the presence and effective utilization of classroom libraries.

INDICATOR 4.2

Are the teaching processes (pedagogies) consistent with the school's mission?

Approaching Standard

Data/Artifacts Reviewed

Lesson internalization protocols, teacher skills tracking document, unit planning template, Get Better Faster scope and sequence, Know/Show internalization example, scope and sequence submission template, coaching and feedback assignments

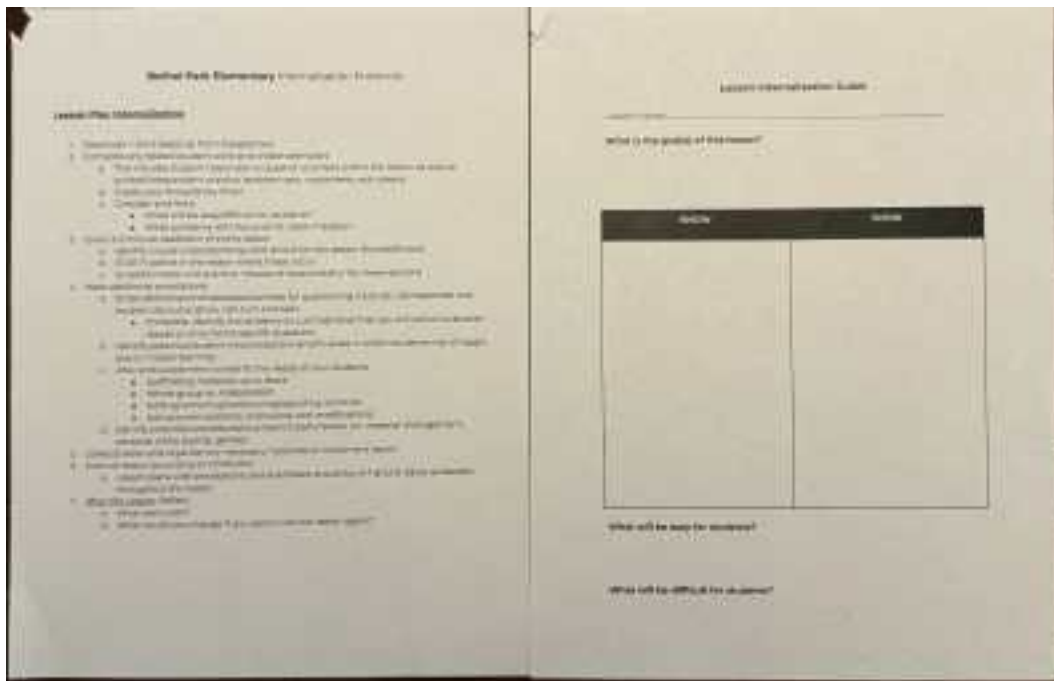
Summary of Findings

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

The curriculum was implemented in most, but not all, classrooms. A math class began to teach a Eureka math lesson but then stopped when students were pulled for intervention. He decided just to have students use iReady instead. From 9:20 to 9:25, a Kindergarten class was choosing jobs for the day. After choosing jobs, they were going to take a brain break. According to the schedule, it should be ELA Skills during this time.

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

There is a clearly documented lesson internalization process that requires teachers to use the adopted lesson plan, annotate the lesson, and complete student work.



The school has a clear and documented lesson internalization process.

An administrator stated, "There is a protocol. I'm checking the key parts and the output of each section. The know-show chart. What will they struggle with what are they going to be most successful on? They might cross out sections and repurpose this time. And doing the student work."

In practice, it was observed that, at times, the process can be completed in a perfunctory manner. For example, one lesson internalization document read, "What will be easy for students? Vocabulary. What will be difficult for students? Parts of speech, sportsmanship"

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.

There is a clear and documented process. A teacher shared, "On your prep, you print off the lesson. See the materials you need, see the standards that are being taught, and the lesson objective most importantly. Then you are doing the work. You're taking the quiz just so you know what they're going to have to do."

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

DIBELS and iReady are used to put students in groups. The schedule reflects a "Math High" and "Math Low" group in grades 2 through 5.

When asked for examples of how teachers differentiate their instruction, responses included,

- "We utilize manipulatives or read the assessment out loud to students who struggle."
- "There is very little opportunity to differentiate in 3rd grade."
- "I pair students up so that they can work together on their formative assessments and help each other."
- "I adapt my lessons to offer students the ability to answer independently and as a group. I have intervention groups for students based on their formative assessment results."

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

Greater student engagement is needed. Examples on the day of the visit include:

- A kindergarten class spent 5 minutes assigning roles for the day, from 9:20 to 9:25. There were 12 students in the class and two adults. The schedule lists this time as "ELA Skills."
- A math class had five students walking around the room. The teacher said, "You should be in your seats. I don't understand what you're doing."
- A science class had 19 students. The teacher read out loud to the students what the nervous system does. Students had no text or materials. They were expected to listen and respond verbally when called on.
- A math class with 13 students was told they had ten more minutes to work on iReady. One was watching a show on his Chromebook. One student sat playing with her hair, not using her Chromebook. Two students did not have Chromebooks and were not working.
- A 5th-grade math class had none of the nine students engaged in a learning activity. After the teacher noticed the observer in the room, the teacher stated, "We were just going to get started." Then the teacher asked the class, "Who just left the room?" after a student walked out.

There were positive examples:

- 2nd grade math had 17 students and one adult. All 17 students were engaged in Eureka Math on the carpet on their whiteboards.
- A 6th-grade class had ten students and all were completing their written task silently.

Teachers acknowledged the need for improved classroom management. “Some staff need to undergo training before dealing with the students,” and a different staff member shared, “[We need to] take a firmer stance on student behavior. Currently, we operate more restorative when in reality we need a more no-nonsense approach to certain behavior.”

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

31% of staff who responded to the survey did not respond favorably to the statement, “Our instructional strategies are designed to validate and affirm the cultures of our students.”

When asked if she could give a specific example of how her instruction affirms or validates the culture of her students, one teacher responded, “Not at the moment.”

Another teacher responded, “I give the students chances to sing, dance, move and share and talk to partners about skills they are learning that might reflect cultural learning styles versus sitting quietly and writing silently and independently.”

Another teacher responded, “Like in math, you might teach like living on a budget, we live in a community that has a lot of low-income families.”

Another teacher shared, “Some students do not celebrate Halloween for religious and cultural reasons. As a teacher, I make sure to give assignments that give a student to be flexible with their ideas. For example, Instead of giving the topic for the assignment Halloween, I chose the fall season. So kids who celebrate can represent their association with the season by drawing Halloween or Thanksgiving elements, Those who do not can still apply the colors and techniques we are learning and show their own view about fall time and how they see the season.”

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

Teachers share that they have weekly one-on-ones and that they are observed once a week.

When asked if they receive live coaching, teachers stated, “Yes, he comes in all of the time. I was counting numbers wrong. He corrected me.” Another shared, “When he watches me, the feedback won’t be immediate. It will be when I have my prep or in my one on one.”

Administrators were observed in a classroom that had 0 of 9 students engaged (the 5th-grade math class described above), and no action was taken at the moment to address off-task behavior.

Rubric Rating

a. The curriculum is implemented in all classrooms with fidelity.	3 - Implementing
b. A clearly documented lesson internalization process is used to target core learning objectives across all academic areas explicitly.	3 - Implementing
c. A clearly documented lesson internalization process is used to explicitly identify a wide range of instructional strategies that target core learning objectives across all academic areas.	3 - Implementing
d. Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	3 - Implementing
e. Instructional strategies are designed to promote authentic learning to impact levels of student engagement.	2 - Emerging
f. Instructional practices are intentionally designed to validate and affirm the culture of students.	2 - Emerging
g. Staff receive explicit feedback on instructional practices on an ongoing basis.	3 - Implementing
Strengths	
<p>Live coaching is happening at times with some teachers. They are receptive to it and find that it helps their instruction.</p> <p>Teachers must submit for approval when they veer from the agreed-upon pacing guide.</p> <p>There are displays in the hallway that recognize student cultures, including Hispanic Heritage Month and Dia de los Muertos.</p>	



There are displays celebrating Hispanic heritage in the hallways.

Opportunities for Improvement

Some staff have incorrect notions of what it means to affirm and validate students' cultures. For example, the teacher who stated she creates opportunities for students to sign and dance "versus sitting quietly and writing silently and independently" may harbor low expectations and be misinformed of the educational experiences some parents seek for their children. This is also true of the teacher who gave the example, "Like in math, you might teach like living on a budget, we live in a community that has a lot of low-income families."

Some staff have low expectations for themselves in terms of making rigorous content interesting and engaging for students. When asked what changes staff would make to the school, two responded, "Put a system together to hold parents more accountable for their children's attendance and behavior," and "Have enough aids to help with the behavioral children." These staff members, and others, may not fully realize their ability to invest and motivate children through effective classroom management skills and systems.

Recommended Next Steps

Staff need more professional development on how to guard against inadvertently lowering expectations as they attempt to be culturally relevant. Consider hiring an outside expert for this.

Consider a new approach to training teachers on the micro-skills of classroom management. One such example could be Fred Jones' *Tools for Teaching*. He emphasizes the importance of teachers "communicating meaning business" in the classroom. According to Jones, this concept involves conveying to students that the teacher's instructions and expectations are non-negotiable and will be consistently enforced. Key points related to how teachers can effectively communicate "meaning business" in the classroom, based on Jones's principles:

Consistency: Teachers should be unwavering in applying rules and expectations. When students recognize that the teacher's instructions are consistently enforced, they are more likely to take them seriously.

Non-Verbal Cues: Jones highlights the significance of non-verbal cues, such as body language and facial expressions, in conveying authority and seriousness. These cues help students understand that the teacher means what they say.

Clear and Direct Language: Teachers should use clear, concise, and direct language when giving instructions and expectations. Ambiguity can lead to confusion and a lack of understanding of what is required.

Follow-Through: Teachers must follow through with consequences when students do not adhere to instructions or rules. Consistent follow-through reinforces the idea that the teacher means business.

Positive Reinforcement: While "meaning business" often involves addressing challenging behaviors, Jones also emphasizes the importance of positive reinforcement to recognize and reward students for complying with expectations.

Building Relationships: Establishing positive relationships with students is a fundamental component of effective classroom management. When students trust and respect their teacher, they are more likely to take instructions seriously.

In essence, "communicating meaning business" in the classroom means creating an environment where students understand that the teacher's expectations are serious, consistent, and non-negotiable. It requires a balance of clear communication, enforcement of rules, and positive interactions to maintain an effective classroom atmosphere.

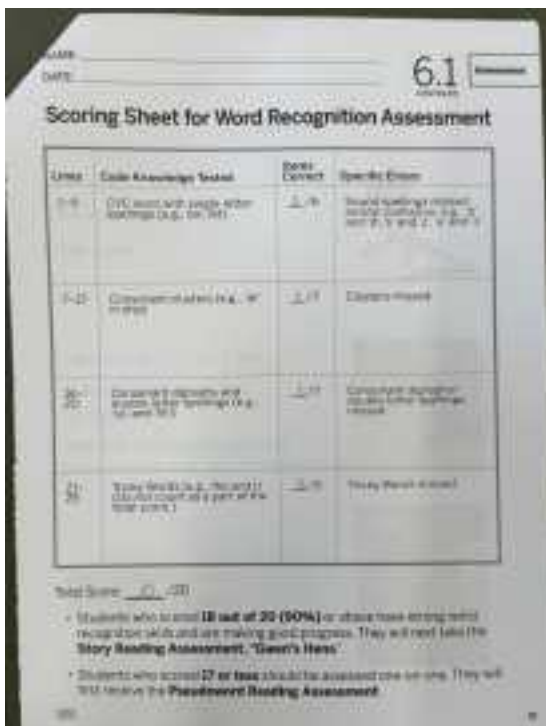
Last, plan school visits to Indianapolis schools serving a similar demographic with stronger student outcomes. Examine the school climate not just for best practices but also the skills the leaders employ in inculcating the practices.

INDICATOR 4.3

For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	Not Applicable
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INDICATOR 4.4

Does the school effectively use learning standards and assessments to inform and improve instruction?	Does Not Meet Standard
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Data/Artifacts Reviewed
Data meeting protocols, assessment calendar, DIBELS instructional grouping, example exit ticket, example topic quiz, school-wide DIBELS data for current and last school years, iReady school-wide data
Summary of Findings
<p>4.4 a) Assessments are well-aligned to learning standards.</p> <p>Assessments provided by the adopted curriculum are strong. No assessments were displayed in classrooms. Below is an example of an assessment from Amplify, but the teacher is not tracking the errors as the assessment intends.</p>  <p>An example of a teacher tracking mastery data that is provided by the curriculum but is not fully completed.</p>

Another teacher shared, “With Eureka, we already have the assessments made. Sometimes I cut the assessments out based on what the kids can do.”

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

The adopted curricula provide quality assessments. To better meet students’ abilities, more assessments for foundational skills and basic fluency need to be in place. For example, single-digit addition facts or basic integer fluency tests. In ELA, basic grammar skills, sight words, etc.

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

Major assessments such as DIBELS, iReady, and iLearn show growth and proficiency. However, there aren’t sufficient smaller assessments in place that track student growth and proficiency. A teacher shared, “In ELA, we don’t have a tracker. We do student conferences, and at the end of the module, we do sit and we talk about what they did and what they didn’t do well and how they can fix it. A lot of times it just helps them think, ‘Dang, I really did play too much.’”

When another teacher was asked about tracking skill mastery outside of the major assessments, she shared, “At my grade, we don’t have anything like that. We did at [school the teacher previously worked at], and that was helpful.”

Eureka Math does provide topic quizzes, and teachers state that these are used, but tracking growth is done by students. “Each quiz, they can shade in their tracker. That’s when they know. They’re seeing their percentage is growing, and some are seeing it’s not.”

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

DIBELS and iReady are administered with sufficient frequency. Smaller, less formal assessments are needed between DIBELS and iReady administration to measure progress within classrooms.

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.

Small groups are decided based on DIBELS and iReady. Students are put in the intervention program based on those assessments. A teacher shared that Tier II and Tier III groups get pulled from classes based on those assessments.

However, that was insufficient evidence of the specific tracking of the skills students failed to demonstrate on DIBELS or iReady. With one notable exception shared in the strength below, teachers could not show data of skill mastery between DIBELS and iReady assessments.

Rubric Rating

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

Strengths

When asked how she is tracking student mastery between major assessments, this teacher showed this tracker as a simple and effective way of knowing where each of her students stands on discrete skills.

The image shows a 'PLACEMENT PLANNING SHEET - UNIT 1' used for tracking student mastery. The sheet has columns for skill names, exit names, and mastery percentages (100%, 80%, 60%, 40%, 20%). Rows list specific skills, and colored bars (green, yellow, red) indicate the mastery level for each student. An orange sticky note is attached to the right side of the sheet.

An example of a teacher tracking mastery data on informal assessments.

Opportunities for Improvement

Administration must make student achievement, as measured by assessment performance, a greater focal point. A leader couldn't remember the previous iLearn results and stated, "We were in the 20-30% range for ELA. Math, right around 20% or just below." Last year's ELA results showed 18% of students proficient in ELA and 21% proficient in math. Those are the highest scores for the school in at least the last three years.

Throughout the school, there is little highlight of learning standards and achievement. There are signs highlighting the school's animals and paintings of animals in the hallway. Still, there are no academic goals or celebration of academic results either in the hallways or the classrooms.



Throughout the school, there are displays highlighting animals but none about academic goals or students' academic achievement.

Recommended Next Steps

Prioritize student achievement by establishing goals for iLearn proficiency. Recognize and celebrate past iLearn results by prominently displaying them on bulletin boards and banners, focusing on students who have met their growth targets and achieved proficiency.

To support the implementation of DIBELS, display student data throughout the school, celebrating their achievements in various skills such as LNF, PSF, NWF, etc. Make tracking of specific early literacy skills, such as that shown in the strengths section above, a requirement of all teachers and examine the data in weekly meetings. Post student names on a student-friendly bulletin board to celebrate those who have shown mastery. Additionally, create in-school announcements and signage to recognize students who have reached new levels of mastery. This information should also be communicated to parents as part of regular updates.

Foster a culture of proficiency attainment by setting grade-level skill mastery standards. For example, by the end of third grade, students should demonstrate fluency in multiplication facts. Create a PilotEd Bethel Park mastery standard, such as having students complete 100 multiplication facts in 3 minutes or a similar benchmark. Similar proficiency standards can encompass letter recognition, sight word lists, addition and subtraction facts, capitalization, and punctuation writing standards. This approach will enable students who may not yet be proficient on iLearn to experience the satisfaction and success of meeting a standard, even if they haven't demonstrated it on iLearn.

INDICATOR 4.5

Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
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Data/Artifacts Reviewed
Strong start playbook, org chart, staff recruitment plan, evaluation documents, instructional framework, Danielson Framework, example evaluation report, values evaluation report, on-and-off-boarding checklist, interview protocol, professional development documents, staff survey results
Summary of Findings
<p>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.</p> <p>There is a clear process in place. The process considers selling the school to candidates to get them to choose the school. Candidates must teach a sample lesson at at times there is required prework. Teachers confirmed they were required to do a sample lesson.</p> <p>4.5 b) Hiring processes are well organized and used to support the success of new staff members.</p> <p>94% of staff responded favorably to the statement, “The hiring process was well organized and supported me as a new staff member.” Statements included:</p> <ul style="list-style-type: none"> • “I felt very welcome and included during the hiring and orientation processes.” • “The team welcomed me, and I made new friends on a professional development trip out of state.” • “It was simple to follow, and the orientation was small and covered things in depth.” <p>Staff interviewed were unable to articulate an academic goal or academic target the school was trying to achieve that was shared during their onboarding process.</p> <p>4.5 c) Staffing levels adequately allow staff to maximize instructional time and capacity.</p> <p>Staffing levels were sufficient, and no classes were observed that were too large. The largest class observed on the day of the site visit had 19 students and two adults. Interventionists pull students into small groups for remediation. On the site visit day, 32 students were observed in the courtyard for an apple activity. There were five adults with the 32 students.</p> <p>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.</p> <p>The staff list provided showed all staff having the appropriate license or the license being in progress. While licensure and certification are shown to be sufficient, greater attention should be paid to teachers’ training for engagement, given the examples shared in 4.2.</p>

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

Professional development plans show sessions on Hispanic Heritage Month in September and Advocating and Empowering Youth with Disabilities in October.

Teachers share that professional development is helpful and helps to prepare them for the classroom:

- “During the summer PD, we talked a lot about culture, bringing the kids sculpture to the classroom. We also talk about meeting kids where they are in their academics.”
- “We had one where we had to act out, trying to do the system, role plays for cold calling or standing still, commanding the room, different things like that.”
- “Our specialized services PD has helped us a lot. This year I have a lot of kids with a lot of different IEPs. Their PDs have helped me to figure out what I need to do to meet their needs.

Still, some teacher responses state that greater PD is needed: “There is very little opportunity to differentiate in 3rd grade.”

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

When teachers were asked about professional development they were a part of based on what student data was showing, they were not able to describe recent examples:

- “At the end of the year last year, we were talking about the NWEA data, and we were talking about how they weren’t performing, how they should be performing, and they were thinking about switching to the iReady.”
- “Even amongst ourselves, we’ll take a survey about what’s working, and we bring that data, and we might change dismissal protocols.”
- “iReady. We’ve had several PDs, on how to use that as instruction. We had a couple of PDs at the beginning of the year on how to use that”

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

Teachers had mixed responses regarding whether the evaluation process is explicit and regularly implemented with a clear process:

- “My coach and vice principal meet with me to review expectations weekly as well as email and other forms of communication.
- “My coach is not super present in my classroom, but I feel confident that I understand the evaluation process.”
- “Last year, I didn’t really know what to expect on our evaluations until it was time for them. I would love to have had a smaller evaluation at the start of the year so I know what I need to work on.
- “Yes, they give you a framework so you can make sure you’re doing what you’re supposed to be doing. I think half of the evaluation is based on teacher performance. But I’m not sure what that looks like for this.”

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.	4 - Sustaining
b. Hiring processes are well organized and used to support the success of new staff members.	3 - Implementing
c. Staffing levels adequately allow staff to maximize instructional time and capacity.	4 - 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.	3 - Implementing
e. Professional learning opportunities are offered regularly to support the staff in delivering culturally relevant and differentiated instruction to meet the needs of all learners.	3 - Implementing
f. Professional learning opportunities are determined through analyses of student outcome data and clearly linked to strategic objectives and school improvement goals.	3 - Implementing
g. The teacher evaluation process is explicit and regularly implemented with a clear process and criteria.	3 - Implementing
Strengths	
<p>Administrators report that teacher retention has been above 90% for the last four years. There are strong staff responses on survey questions which are a predictor of employee retention. Percentages reflect percent who responded favorably of the 16 staff who responded:</p> <ul style="list-style-type: none"> • I know what is expected of me at work: 100% • I have the opportunity to do what I do best every day: 88% • My supervisor seems to care about me as a person: 94% • In the last year, I have had opportunities to learn and grow: 94% <p>Including a teacher who wrote, "I love working at Bethel, it's been life-changing!"</p>	

Opportunities for Improvement

Documents do not show that student outcomes are a part of the evaluation process. Below is an excerpt from a teacher's evaluation:

Overall Score Calculation			
Domain Weight			
1: Planning and Preparation	2: The Classroom Environment	3: Instruction	4: Professional Responsibilities
25%	25%	40%	10%

Score Calculator		
Domain	Average	Weighted Score
1: Planning and Preparation	3.00	0.75
2: The Classroom Environment	3.60	0.90
3: Instruction	3.20	1.28
4: Professional Responsibilities	3.50	0.35
TOTAL		3.28

Rating Scale	
Rating	Score Range
1 – Unsatisfactory	1.00-1.50
2 – Basic	1.51-2.50
3 – Proficient	2.51-3.50
4 – Distinguished	3.51-4.00

Based on the average scores showed above, your rating is: **PROFICIENT**

The summative component of the teacher evaluation document does not include a measure of student outcomes.

Recommended Next Steps

Given the observed classroom management skills, there's a need for specific professional development aimed at improving student engagement and honing teaching strategies during periods of disengagement.

Offer professional development that targets the instructional requirements identified through student achievement data. For instance, recent grade-level exit tickets may indicate that students are struggling with the skill of identifying the author's purpose. Organize professional development sessions in which teachers gain expertise in effectively teaching this skill and practice delivering it to their colleagues.

Require all teachers to have student performance goals and make achieving these goals part of the performance evaluation process. Require the goals to be student-performance-based, not teacher-move-based.

INDICATOR 4.6

Is the school's mission clearly understood by all stakeholders?	Meets Standard
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Data/Artifacts Reviewed
Interview of admin, staff, and students, Bethel Park Elementary Core Values document, Community Outreach document, School Events calendar, notes from feedback management sessions, student civic engagement assignments (5th & 6th grade), Monthly newsletters, Communication Plan, Partnerships to Service students and families, Employee Handbook
Summary of Findings
<p>4.6 a) Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.</p> <p>Bethel Park Elementary's administrators and teachers demonstrate knowledge of and commitment to the school's core values of "Perseverance, Relationship, Integrity, Discipline, Engagement." BPE's policies and expectations "for students, staff, and families alike" demonstrate alignment with the school's values. Founded on their five core values and written into the school's "Core Values" document is their vision for "cohesive operation and achievement of lofty educational outcomes." BPE's "Core Values" document defines actions, behaviors, and attitudes associated with each value (e.g., committing to be on time, meaningfully engaging in meetings and professional development, seeking out and being receptive to feedback). It contrasts them with those that do not reflect the school's mission (e.g., giving up/shutting down when faced with challenges, lowering our expectations for each other in pursuit of harmony, avoiding work or not completing work to standard, etc.) BPE demonstrates procedures in place for assessing teacher and staff perceptions, knowledge, and commitment to the intentions of the school's mission as evidenced by monthly "feedback management sessions" (e.g., "1-2x/month"), weekly coaching with 1:1 support provided in review of lesson internalization plans, and staff interviews in which teachers expressed the general message that BPE's administration is highly responsive to staff requests and suggestions. BPE demonstrates some evidence for assessment of family experience as stakeholders, including attendance goal for back-to-school-night (e.g., 100% attendance), support of bilingual staff for improved connection and communication with Spanish-speaking families (e.g., stipend paid to select bilingual staff members for this role), meeting goal to add one parent to the board (e.g. Oops Priority Plan 4 Community Outreach), and use of a variety of communication methods to support family experience (e.g. Dean's list, Class Dojo, phone calls, text messages, email, monthly newsletter). BPE's "Refocus" template utilized in the school's process for supporting positive behaviors provides evidence for assessment of student experience, knowledge of, and commitment to the school's mission, as evidenced by the following refocus/reflection activity questions:</p> <ul style="list-style-type: none"> • "Describe a recent time when you displayed one of the Core Values. Describe how that positively impacted yourself and our community." • "What are you taking responsibility for? Pick a Core Value you can improve upon to avoid a similar situation in the future." • "How would you like to fix the harm – for yourself and/or those who were affected? Describe your plan to fix the harm and which core values that will show."

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

BPE demonstrates awareness of family and student experiences as stakeholders and works to support community partnerships (e.g., Gleaners food pantry, Bowen life coaching, Moo Zoom) and family engagement activities through at least two "all staff events" per quarter (e.g., Back to school celebration, Hispanic Heritage Month Celebration, Halloween in the Halls, Wax museum, Chinese New Year, Literacy night, Earth day, Career week). Evidence of "The Phoenix Creed" was observed throughout the school (e.g., in classrooms at each grade level), with the school's core values evident in main shared spaces (e.g., hallways), supporting student connection with the school's mission. BPE's Ops Priority Plan 4 Community Outreach document outlines the school's project to "establish meaningful systems of community outreach and engagement." This document outlines the following objectives supportive of establishing meaningful partnerships with all families and community stakeholders:

- Every parent participates in at least one event during the year
- At least two clubs include a parent coach
- Establish at least five community partners

Within this document, BPE Identified the use of surveys as a measurement approach; however, no surveys were observed to have been utilized (e.g., no evidence on Google Drive). Admin, teacher, and student interviews uniformly reported open communication between the school and families, with multiple methods of communication (e.g., Dean's list, text messages through Google Voice, phone calls, emails) and monthly newsletters utilized to establish and maintain partnerships with families. BPE demonstrates an established school communication plan related to community events, with text messages sent out by the Communication Coordinator at predetermined intervals (e.g., 1-2 weeks before, 2-3 days before, 1-2 days after) as well as utilization of text messaging to communicate school and community support information to families.

Rubric Rating

a. Procedures are in place for assessing all stakeholder's perceptions, knowledge, and commitment to the intentions of the school's mission.	3 - Implementing
b. Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	4 - Sustaining

Strengths

BPE demonstrates strengths in establishing a school communication plan and evidence of quarterly (twice per quarter) community events to support family engagement and experience. BPE's use of a "Refocus form" centered on the school's core values, evidence of a teacher-created project aligning with the PRIDE vision (e.g., "Pet of the week" project where students described how their pet demonstrated core values), and direct observation of core values referenced in interactions related to student behavior in classrooms were found to be positive evidence supportive of BPE students' experience as

stakeholders. 1:1 support and “check-ins” provided by admin to teachers in addition to “feedback management sessions” were noted as an area supportive of teacher experience. As related to community resource support, the “Partnerships to Service Students and Families” document outlines specific data related to students and families served and demonstrates ongoing support of families in need.

Opportunities for Improvement



Direct evidence of family experience and perspective was not observed. Attendance was noted as an area of concern, indicative of inconsistency of family commitment in supporting BPE students in their goals for “civic engagement” and “academic excellence.” Additionally, BPE students interviewed were unable to cite rationale for attending BPE related to the school’s value system, academics, or any reasons other than proximity to home and in statements related to “fun,” “games,” and “friends.”

Recommended Next Steps

- Develop a system of survey use to improve understanding of family experience and perspective
- Continue to develop standards-aligned activities related to BPE’s mission and values (e.g., setting of goals related to academic excellence, participation in activities centered on civic engagement, exploring and developing stories of social identity) with reflection exercises to deepen student understanding of the school’s mission and broaden personal application.

- Consider developing a staff feedback survey to gain a more in-depth perspective on staff experience and to support those less comfortable with communication via open forums (e.g., feedback management sessions).

INDICATOR 4.7

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

Approaching Standard

Data/Artifacts Reviewed
Interview admin, teachers, and students, school walkthrough, classroom observations, Code of Conduct Levels of Response, Bethel Park Elementary Core Values, School events calendar, Bethel Park Culture Data/Rubrics, Dean's List Points Reference Sheet, Refocus form, review of Community Partnerships, Tiered Reading intervention Program, Tier 2 & Tier 3 Roster & Waiting List, SEL related quiz analysis, Multi-tiered Behavioral Framework, PBIS Classroom Management Checklist, Restorative Practices for Educators Slides, School Newsletter, Employee Handbook
Summary of Findings
<p>4.7 a) A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.</p> <p>BPE presents a multi-tiered framework to support student needs in academic, behavioral, and social-emotional domains. BPE's evidence of implementation for behavioral and SEL support was determined to be well-established via school-based systems (e.g., Code of Conduct Level of Response, BP Culture Data/Rubrics, Dean's List Points Reference Sheet, Refocus form, Bowen Center, Multi-tiered Behavioral Framework, PBIS Classroom Management Checklist, SEL related quiz analysis, Moo Zoom, Restorative Practices for Educators PD).</p> <p>Evidence was observed supporting academic needs but was noted as insufficiently meeting students' academic needs. See the evidence shared in 4.7 regarding greater tracking of skills mastery.</p> <p>4.7 b) Culturally responsive and evidence-based interventions are explicitly identified and implemented throughout the school to support the needs of students.</p> <p>Culturally responsive and evidence-based interventions in behavior and social-emotional needs are explicitly identified and implemented throughout BPE. A multi-tiered behavioral framework has been established at BPE, outlining multiple ways students can receive positive reinforcement or restorative corrective action for their behaviors. Evidence of a leveled behavior intervention system was observed, defining universal supports at a Level 1 for all students, referral to culture team and next steps support at a Level 2, and establishment of a behavioral contract/support plan with additional next steps for support at Level 3. BPE utilizes a social-emotional learning platform entitled "MooZoom" to support SEL implementation. Through individualized MooZoom data, BPE's "school counselor will create SEL groups to address some of the gaps [...] students may have, and also reach out to families for those students that may need additional support through individual counseling." BPE's "Refocus form" demonstrates</p>

implementation of intervention designed to encourage students to positively contribute to their community in a manner that reflects the school's Core Values. A system of tiered reading interventions has been outlined with groups determined based on results of DIBELS universal screener. A 45 minute block during the day is reportedly utilized for all students to work on foundational reading skills. Those receiving Tier 2 or Tier 3 interventions reportedly receive small group support during this time based on what their needs are as related to iReady data.

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.

BPE presents with the following procedures for facilitating the development of strong, positive relationships between adults and staff:

- An established Communication Plan
- Community partnerships supportive of students and families
- A multi-tiered behavior management plan, use of a points system (e.g. Dean's List) and tiered behavioral supports
- Defined expectations for classroom culture (e.g. PBIS Classroom Management Check), classroom civic duties (e.g. leadership roles), and restorative practices (e.g. Refocus form).

Per student and staff interviews, teaching staff and students alike reflected positively on their relationships with one another.

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.

BPE reportedly utilizes an open forum of "feedback management sessions" at a frequency of "about 1-2 times a month" during Wednesday coaching and teacher work days to obtain feedback pertaining to staff perspectives. The school's "Refocus" form provides some evidence of student perspective, as related to social-emotional domains and as related to the school's core values; however, additional procedures for obtaining student feedback and perspectives were not readily identified. BPE reportedly met one of their established goals, related to the school's Ops Priority Plan for Community Outreach document, to put a parent on the school's board, demonstrating some evidence of obtaining family perspectives. Additional evidence of procedures in place for obtaining family perspectives was not readily identified. Assessment of student and family perspectives to ensure a sense of connectedness and engagement with the school could improve.

Rubric Rating	
a. A multi-tiered framework designed to support the academic, behavioral, and social-emotional needs of students is implemented with fidelity.	3 - Implementing
b. Culturally responsive and evidence-based interventions are explicitly identified and implemented throughout the school to support the needs of students.	3 - Implementing

c. Explicit procedures for facilitating the development of strong, positive relationships between adults and students are clearly communicated to and implemented by all staff.	3 - Implementing
d. Procedures are in place for assessing staff, student, and family perspectives to ensure a sense of connectedness and engagement with the school.	3 - Implementing
Strengths	
<ul style="list-style-type: none"> • Responsiveness of the school to student needs demonstrated in SEL-related quiz analysis about student skills in the following domains: self-awareness, relationship skills, responsible decision-making, self-management, and social awareness • MooZoom SEL platform is utilized daily in classrooms with videos and activities related to conflict resolution, communication, self-regulation, collaboration, self-reflection, inclusion, and finding understanding. The use of MooZoom was evident during school observations, and students expressed positive experiences associated with videos and program activities. • Established multi-tiered behavioral framework with BPE Incentives Program and associated Phenie's store was noted as highly motivating for students working to receive positive points to spend in store. • Teachers across grade levels expressed feeling supported by BPE administration to improve upon their current skills. Daily support is reportedly provided by the AP of Academics during morning "check-ins," where lesson plans are reviewed to assess teacher preparation for meeting planned objectives. Admin shared the following statement about improving instruction: "We would like to see more planning and are working with teachers to prepare them for when students 'don't get it,' so they are more prepared to differentiate instruction. For everyday lessons, we are working with teachers to anticipate student misunderstanding and have written this into lesson planning for teachers to build this skill." 	
Opportunities for Improvement	
<p>While BPE presents a school climate responsive to the behavioral and social-emotional needs of staff, students, and families, culturally responsive and evidenced-based interventions related to student academic experience are insufficient. It is recommended that school administration focus improvement efforts on improving student achievement. BPE's incentive system for positive behaviors appears well established and implemented with fidelity, with social-emotional learning noted as responsive to student needs and highly prioritized; however, high expectations for academic achievement, including rigorous data collection and analysis, student goal setting, and systems of academic recognition and incentivization were not evident. When students across interviews were asked why they attend BPE, answers provided were primarily related to the proximity of student housing to the school (e.g., "We only live two minutes away," "I go here because it's very close to my house"), statements such as "to see my friends and my teachers," "to have fun here," "because we say how we feel and play games," and even</p>	

a few more ambiguous responses, such as, “I don’t know why I go here; I skipped Kindergarten and then I came here. This is the only school I go to.”

Additionally, attendance was noted as an area of concern by teachers, administration, and upon artifact review. Teachers expressed the following concerns and related statements during interviews:

- “There’s no reason why - I call home, and there’s never a bad reason why they aren’t here, but it happens often.”
- “There is never time to cover what was missed when students were absent.”
- “Some parents don’t even look in student folders.”
- “Some students say, ‘My parent doesn’t really care about that type of stuff’.” (related to participation in Fitnessgram)
- “We reach out to parents, but a lot of them seem to feel like they’re ‘doing enough’ by just sending them to school.”

Teachers expressed desires to improve both student and family motivation related to academics, with one teacher sharing, “I would like to see more engagement like cookies for caregivers, desserts and data...” and another stating, “Maybe we could get a parent group or something like that (PTA.)” Related to student motivation, another teacher offered, “We could make it like a competition so we can actually see who is caring about getting their work done...in any area”. A second-grade teacher shared, “Our grade struggles with attendance, partially because our kids don’t have access to the buses here because parents live outside of district”.

The use of surveys to assess stakeholder perspectives and experience was not identified.

Recommended Next Steps

- Create rigorous (e.g., daily, weekly) procedures of data collection and utilize grade level meetings to analyze data and adjust lesson plans to reflect responsiveness to student present levels (e.g., re-teach, correct work with students, review, provide take-home work associated with areas of deficit).
- Prioritize student involvement related to goal setting and progress in specific skills in subject areas. Include students in graphing of progress, celebrations of achievement, and posting of proficient student work.
- During before care, students were observed to sit in the office area watching cartoons. Utilize student time spent in before and aftercare as supplemental time to improve academics. Instead of watching cartoons, have students read or do learning games on devices.
- Set grade-level skill mastery standards and provide opportunities to review data and progress made with staff every quarter. Celebrate student growth and success in classrooms (e.g., post student work, student presentations) and in school-wide activities (e.g., grade-level engagement activities with families centered on the celebration of achieving skill mastery standards).
- Utilize a system of surveys to gain information related to family perspectives and experience as stakeholders in the school’s mission. Probe family desires for engagement activities and barriers to supporting student attendance. Review the information in an all-staff meeting to determine the next steps to increase family support of students in achieving their academic goals.

INDICATOR 4.8

Is ongoing communication with students and families clear and helpful?	Meets Standard
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Data/Artifacts Reviewed
Interviews of admin, staff, & students, Monthly newsletters, BPE Communication Plan, DeansList Points Reference Sheet, BPE Code of Conduct Levels of Response, PK/KG Academy+Orientation Schedule, Q1 Conference Sign up, Screenshot of DeansList Messaging Center, Family Engagement Activities, Ops Priority Plan 4 Community Outreach document, School Events Calendar
Summary of Findings
<p>4.8 a) An active and ongoing system of communication between the school and family members in place.</p> <p>BPE demonstrates an active communication system between the school and family members. Admin, teacher, and student interviews uniformly reported open communication between the school and families, with multiple methods of communication (e.g., Dean's list, text messages through Google Voice, phone calls, emails) and monthly newsletters utilized to establish and maintain partnerships with families. BPE demonstrates the establishment of a school communication plan, with evidence of a plan for text messages to be sent out by the Communication Coordinator to families regarding Community Events at the following intervals: Initial notification (1-2 weeks before), Event reminder (2-3 days before), Reminder notification (day of), Follow-up notification (1-2 days after). Additionally, plans were reviewed for communication via text message with families regarding school-wide events, quarterly communication related to report cards, weekly pantry reminders, club notifications, transportation confirmation or changes, absence notifications, and color (behavior system) notifications.</p> <p>4.8 b) Procedures for responding to the concerns of families are clearly defined and implemented by all school staff and validated by families.</p> <p>Some procedures for responding to the concerns of families were evident during the interview and artifact review processes. Admin expressed, "Teachers should be the person parents reach out to" regarding concerns related to their student. Teachers shared experiences of connection with families, primarily through DeansList text messaging function, supplemented with Class Dojo, as well as via phone calls and emails, according to parent preference. Evidence of daily communication with families was observed through the school's color tracker system. A colored paper is reportedly sent home in a blue folder associated with student behavior for that day. Parents must sign to show that they have seen the paper, and a message is sent to parents about the student's color for that day.</p> <p>4.8 c) Families are regularly informed in their native or home language of their student's academic and behavioral strengths and areas of need.</p> <p>School administration and teachers reportedly use DeansList to communicate with families in their native or home languages due to the app's translation capabilities. A bilingual staff member is paid a stipend for working in the role of liaison between the school and Spanish-speaking families, providing translation of school documents including monthly Newsletters, social media posts including detailed</p>

communication, front office materials, notifications, or flyers related to school functions and/or family engagement activities. BPE admin shared, “We have a lot of Spanish-speaking staff,” and noted that while no formal interpreters have been utilized thus far this year due to the conversational proficiency of student families in either English or Spanish, bilingual staff members make themselves available to support the school in communicating with families as needed.

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.

BPE’s use of DeansList text messaging function for translation capabilities and support provided by bilingual staff members demonstrate responsiveness to a diverse set of families. Additional responsiveness to the needs of families is evident in the school’s community partnerships with Gleaners Food Pantry and Bowen Center’s “Skills Services Organization” for medication management and life skills coaching. A link is reportedly sent out each week to families who can confidentially sign up to receive support weekly via the food pantry. Additionally, mid-quarter conferences are reportedly utilized to give “touch points” to parents and students about how students are doing before the end of the quarter, providing families the opportunity to work with students to improve academics prior to grade finalization. The school’s Ops Priority Plan 4 Community Outreach document outlines BPE’s project to “establish meaningful systems of community outreach and engagement,” including the following objectives related to communication and family involvement:

- Every parent participates in at least one event during the year
- At least two clubs include a parent coach

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

- There is a School Communication Plan with established communication schedules defined by systems, staff assignments, and messaging frequency.
- A stipend is provided to designated bilingual staff members for the Spanish translation of school documents, demonstrates prioritization and assignment of ownership over an area of need
- A minimum of two Family Engagement Activities per quarter (e.g., Back to School event, Hispanic Heritage Month Celebration, Halloween event, Holiday event, Wax museum, Chinese New Year, Literacy Night, Earth Day, Career Week).
- There is daily communication established through the school's color tracker system related to behavior.

Opportunities for Improvement

Evidence of clearly defined expectations related to timeliness of response to parent concerns and regular and ongoing communication related to academics was lacking. During the interviews, admin shared, "We would like to make this a formal expectation for Q2 and will discuss how to do this." While mid-quarter conferences are reportedly utilized to give "touch points" to parents and students about how students are doing before the end of the quarter, it is recommended that regular, student-specific communication increase as related to academics, including the progress of specific skills in subject areas toward mastery standards. School administration stated, "If students have a D or F, teachers are expected to reach out to families"; however, responsiveness to student academic needs is considered low if communication regarding student learning and grades is not prioritized before a grade of D or F in subject areas.

Pertaining to direct feedback to the school from family experience and perspectives, evidence was lacking. The use of surveys to directly assess student and family experience was not identified. Additionally, regarding the identification of those in need of social work support services, references were made to an "open forum" with teachers as related to students who appear to be struggling, with "no formal ongoing process" established. Establishing a referral system and tracker for students of concern is recommended to improve the fidelity of implementation in this area.

Recommended Next Steps

- Establish clearly defined expectations for the timeliness of responses to family concerns and add this information to the school's Communication Plan and Employee Handbook documents.
- Establish a system of surveys used to increase the perspective of student and family experiences. Probe communication preferences, methods of transportation, and family-identified barriers to supporting student attendance.
- Establish a regular system of communication related to academics to increase parent understanding of the role of the family in supporting their student's academic achievement.
- Establish a formal referral and tracker system for students of concern as related to social work supports

INDICATOR 4.9

Do the school's special education files demonstrate that it is in legal compliance and is implementing best practices?	Exceeds Standard
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Data/Artifacts Reviewed
Interview of admin, Special Education TOR, & students, ELL, MTSS, & SPED Schedules, review of Special Education student files & IEP documents (IIEP), discussion of differentiated instruction with teaching staff, Reading Intervention Program, Copy of Tier 2 and Tier 3 Roster & Waiting List
Summary of Findings
<p>4.9 a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.</p> <p>During the review of IEP documents, the following was found:</p> <ul style="list-style-type: none"> • Student goals were individualized based on individual student needs and aligned with identified area(s) of exceptionality. A wide variety of goals were observed, based on student needs, with the establishment of appropriate criteria for meeting goals supported by student-specific provisions/minutes. • Support for student services was appropriately varied (e.g., push-in/pull-out, 1:1, small group, speech-language therapy groups) and well documented. • IEPs and student special education files were found to be well maintained in a filing cabinet in one of the Special Education service classrooms. Each showed student progress on goals with necessary procedures followed. • IEPs supported individual needs for testing, including listing daily/classroom and testing accommodations for each student identified. • Special Education folders and IEPs were found to contain the necessary paperwork required for folder compliance, including documentation for testing, school notes, and related supplemental documents. <p>4.9 b) IEP plans include student-specific goals and plans for ongoing assessment of student progress.</p> <p>20% of BPE's IEPs were reviewed in depth and found to contain the following:</p> <ul style="list-style-type: none"> • Individualized and appropriate goals • Statements of student strengths and sufficient evidence of student growth. • IEPs outlined methods for assessing student progress on goals. • Special Education instructional staff have access to student IEPs via IIEP online portal and physical files. <p>4.9 c) IEP goals are rigorous and based on state and national learning standards.</p> <p>Student goals reviewed in IEPs were based on grade-level standards and aligned with growth toward grade-level performance. Standards were specified in goal domains. Social-emotional, behavior, and attendance goals were well documented.</p>

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

Teacher input was evident in IEPs, with present levels related to student strengths, challenges, learning, homework and classwork completion, participation, behaviors, and progress monitoring data. Student progress and present levels were well documented, with appropriate revision and updating of goals observed. Teacher of Record (TOR) was established for students receiving Special Education services.

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

Specially Designed Instruction (SDI) was readily identifiable during the IEP review. A wide variety of student and goal-specific SDI was found in all IEPs reviewed in detail.

Rubric Rating	
a. Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	4 - Sustaining
b. IEP plans include student-specific goals and plans for ongoing assessment of student progress.	4 - Sustaining
c. IEP goals are rigorous and based on state and national learning standards.	4 - Sustaining
d. IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	4 - Sustaining
e. IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.	4 - Sustaining
Strengths	
<ul style="list-style-type: none">• High level of organization and ownership was observed over Special Education files and caseloads. Teachers interviewed across grade levels demonstrated a unified understanding of the process of referrals to the school's Special Education contact person.• Student provisions/minutes per IEP are monitored online via Google Drive document for ease of access by TOR and TOS and to track the need for make-up minutes.• Multidisciplinary team meetings take place monthly at regular intervals	

- Special Education TOR sends a document out monthly to gain feedback from teachers related to student progress in subject areas
- Teachers have access to IEPs via IEP @ a Glance online through school team site providing ease of access to student classroom and testing accommodations
- Staff PD reportedly presented by Special Education TOR at the beginning of the school year. Additional administrative support for Special Education program evident in PD provided by Accessibility INDIANA for specials and grade level teachers re: empowering students with disabilities.

Opportunities for Improvement

While differentiated instruction was identified as an area supported by Special Education TOR and TOS, ongoing training is recommended to improve staff understanding of differentiated learning and to further incorporate strategies in Tier 1 instruction to benefit Special Education students alongside classroom peers in the general education setting.

Recommended Next Steps

BPE's compliance with regulations for Special Education students was determined strong; recommend focusing ongoing improvement efforts toward growth of academic skills/abilities.

INDICATOR 4.10

Is the school implementing best practices related to access and services to students with limited English proficiency?	Exceeds Standard
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Data/Artifacts Reviewed
Interviews of admin, & ML instructional/support staff, Observation of MLL small group support, MLL support schedule, MLL files, ILP documents (IIEP), Home Language Surveys, Family letters (IIEP), current WIDA Individual Student reports, WIDA Can-Do's document, school website, monthly Newsletter, English Learners Overview
Summary of Findings
<p>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.*</p> <p>BPE demonstrates effective practices related to providing services for ML students. Educational services and student-specific supports provided to ML students appear to align with proficiency levels as documented in the ILPs reviewed. ML support staff demonstrate a clear understanding of legal obligations, current legislation, research, and effective practices related to the provision of services to MLL specific to yearly WIDA ACCESS testing, sending out Parent Notification letters at the beginning of the school year, updating ILPs yearly to ensure documents are current, selecting student-specific goals aligning with current proficiency levels, documentation of method/frequency for measuring progress, and documentation and provision of instructional and classroom, state, and district assessment accommodations specific to each ML student, as documented in ILPs.</p> <p>4.10 b) Staff have a knowledge of the language acquisition process and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.</p> <p>BPE staff demonstrate knowledge of the language acquisition process and the skill sets needed to differentiate instructional strategies to meet the needs of ML students as determined by interviews, observations, and artifact review. On the day of the site visit, small group instruction of ML students was observed. The ML teacher was observed to review vocabulary relevant to the lesson with picture-word cards, asking for input from each student in the group and building upon their statements. Following the vocabulary review, basic WH questions were asked about vocabulary picture cards, with questions expanded to student knowledge/experience. ML teacher then read a short story aloud to students, stopping to ask comprehension questions related to pictures and story events along the way. ML teacher was observed to engage each student in the activity, scaffolding supports according to student needs.</p> <p>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.</p> <p>BPE utilizes DeansList text messaging function to communicate with families in their native or home language due to the app's translation capabilities. In addition, bilingual staff members provide translation services at conferences, act as liaisons in communication between the school and ML families, and work to translate school documents. ML families are provided Parent Notification letters at the beginning of the school year with information about their student's proficiency level. BPE administration shared that</p>

while no formal interpreters have been utilized thus far this year due to the conversational proficiency of student families in either English or Spanish, bilingual staff members make themselves available to support the school in communicating with families as needed. Some resources with Spanish translation were observed during artifact review and school walkthrough (e.g., school Newsletter, parent notification letter, social services information in the front office); however, the Spanish translation of information about student experience as a stakeholder in the school's mission (e.g., Code of Conduct, The Phoenix Creed, Core Values, information on school's website) was not observed. Flags from various countries were observed in main shared spaces, and student research projects centered on culture and country were displayed in the hallway (e.g., Costa Rica, Tamales, Honduran Spanish).

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

20% of BPE's ILPs were reviewed in detail for this review. 90-100% of ILP plans reviewed contained student-specific goals based on student needs and proficiency levels and a specific method/frequency for measuring progress (e.g., Teacher observation - once every 9 weeks).

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

ILP plans reviewed outlined a need for targeted instruction aligning with student needs based on the student's English language proficiency assessment results. Accommodations appeared varied and thoughtfully selected based on student levels of proficiency. ILP plans were found to contain evidence of a specified Program Mode (e.g., English Second Language (ESL), Sheltered/Structured Immersion), with "services" (e.g., frequency of support/minutes provided) evident.

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.	4 - Sustaining
b. Staff have a knowledge of the language acquisition process and the skill sets needed to differentiate instructional strategies to meet the needs of ELL students.	4 - 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.	3 - Implementing
d. ILP plans include student-specific goals and a plan for ongoing assessment of student progress.	4 - Sustaining

e. ILP plans explicitly identify needs for targeted instruction to align with student needs.	4 - Sustaining
Strengths	
<ul style="list-style-type: none"> • High level of organization and ownership was observed over ILPs and MLL services. • MLL service minutes per ILP are monitored online via Google Drive document for easy access by TOR and TOS and daily tracking. • ML teacher sends a document out quarterly to gain feedback from teachers related to MLL progress in subject areas • During the review, strong instruction of MLL was observed. Students were actively engaged, participating in small group activities during which instructional staff demonstrated knowledge of the process of language acquisition and skills in differentiating instructional strategies to meet the needs of students. • All ML students receive at least 30 minutes of support, four days per week, in the ML classroom. • English Learners Overview document provides organized evidence of how BPE is fulfilling its legal obligations related to access and services to MLL. 	
Opportunities for Improvement	
<p>BPE demonstrates the implementation of best practices related to access and services provided to students with limited English proficiency; however, access of MLL families as stakeholders in the school's mission could improve. Evidence of Spanish translation on BPE's school website was not observed and may be considered a barrier at this time to MLL family inclusion and access. Additionally, translation of information about ML student experience as a stakeholder in the school's mission (e.g., Code of Conduct, The Phoenix Creed, BPE Core Values) was not observed.</p>	
Recommended Next Steps	
<ul style="list-style-type: none"> • BPE should prioritize translation of the school website to improve access for MLL families • It is recommended that BPE post Spanish translation of school posters to improve inclusion 	

STRENGTHS

1. **Rigorous curricula are in the early stages of implementation.** The curricula adopted received a favorable "green" rating from Ed Reports, and they are utilized in the majority of classrooms. Eureka Math is proven, and if your students can do well on the module assessments, you can have confidence they will do well on iLearn and be prepared for any life direction they wish to pursue. The same can be said for CKLA—if students demonstrate proficiency on the assessments, you know they are reaching their potential.
2. **The teachers like being here.** Teachers feel supported and that they have what they need. Percentages reflect the percentage who responded favorably, of the 16 staff who responded:
 - I know what is expected of me at work: 100%
 - I have the opportunity to do what I do best every day: 88%
 - My supervisor seems to care about me as a person: 94%
 - In the last year, I have had opportunities to learn and grow: 94%
3. **Students receiving special education services and multiple language students receive interventions as required.** Teachers know who to get help from if they need help in this area. There is no ambiguity about how to approach the tiered interventions. All ML students are getting at least four days of pullout services.

AREA FOR GROWTH

Despite many students not performing on grade level (89% were not proficient on math and ELA on the 2023 iLearn), **there is little urgency in getting students to perform on grade level, much less realize their full academic potential.**

- There are no academic goals displayed throughout the school, either in the halls or classrooms.
- When we asked students what they were trying to learn academically, they said reading. How will you know when you've accomplished it? "Our teacher will tell us." What has your teacher told you about your reading level? "Nothing."
- Teacher evaluations do not include a component of demonstrated student achievement or growth. There is no statement of what the achievement levels should be.
- Teachers do not demonstrate an awareness of the current academic achievement. When asked what areas of growth are for the school, the response included:
 - "The only thing I can think of changing is, having pets. I can't think of anything else."
 - "I think they're pretty on top of the game here."
 - "They are by far one of the most organized schools I've seen. They make copies for us over the summer."
 - "Kids are having a good result which is shown on data."

RECOMMENDED NEXT STEPS

1. **Establish well-defined academic objectives for the school, each grade level, individual classrooms, and individual students.** Currently, there is a lack of clarity regarding what students should achieve, whether it be in standardized tests, grade-level exit standards, or fluency expectations.
 - Specify precise, measurable targets for student performance on iLearn. Each grade level should have a defined proficiency percentage for ELA and Math. Each teacher should have a clear, measurable proficiency target that they can articulate. Furthermore, every

teacher should know the specific students they are responsible for helping reach proficiency. These teachers should also understand what proficiency should look like at mid-year and within the interim cycle.

- Establish ambitious yet attainable objectives for iRead3 results. Set clear, measurable goals for the percentage of students expected to pass iRead3 during the upcoming spring assessment. Teachers must have a precise understanding of which students are expected to demonstrate proficiency.
- Emphasize the importance of these goals and celebrate progress in various ways, including bulletin boards, emails to parents, website, and social media highlights. Make it a requirement for teachers to display bulletin boards in their classrooms and for grade levels to showcase progress in the hallways.
- Relentless work to achieve these goals by having clear measures of where students should be each week, which students have mastered very specific skills, and when those skills will be mastered by those who have not yet.
- Have clear measures of what performance looks like each week of the school year for a student who will reach the achievement goal at the end of the year. For example, what should a student's work look like in the last week of October if he will be proficient on iLearn in the spring? When should kindergartners be able to identify all of the letters? When should students know all of the letter sounds?

2. Foster a culture that embraces and celebrates students' potential, working tirelessly to empower them to achieve their fullest capabilities. Clearly define student work expectations and maintain an unwavering dedication to ensure students meet those standards. Exhibit outstanding, up-to-date student work in every class. Sustain efforts to enhance student engagement by advancing the Get Better Faster program, significantly increasing the prevalence of live coaching to engage all classes effectively.

- a. Require all classes to post recent student work.
- b. Require the work posted to be students' *best work*. If it's not their best work, that's fine, revise, make corrections and adjustments, and then post it.
- c. Take excellent school visits to schools with better results. As leaders, humbly accept that your expectations may not be high enough in certain areas. Actively seek out schools, work samples, and videos to calibrate what your expectations should be. Create similar experiences for your staff.