

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

### Emma Donnan Elementary & Middle School - Fourth Year Eval (Mid-Charter in the first term)

December 2023

Will Street Education Services Team Members: Dr. Carlotta Coopriders, Kristi Mann, Gretchen Stullken

Mission	 <p>EMMA DONNAN ELEMENTARY &amp; MIDDLE SCHOOL</p> <p>A PROUD INNOVATION NETWORK SCHOOL <i>myIPS</i></p>	Action Values
We unite in solidarity with our families and community to create a joyous neighborhood school, preparing all scholars to graduate from college and lead lives of leadership and service to Indianapolis.		Onward with Swing Onward with Integrity Onward with Ebullience Onward with Optimism Onward with Solidarity

#### Site Visit Overview

In 2020, Adelante Schools founding team (Edward Rangel and Matthew Rooney) submitted a charter application for Emma Donnan K-8 School. The cover page of the application contains the phrase, “Honoring Legacy, Forging Futures, Building Schools” which is exactly what our evaluation team experienced throughout the site visit process. By retaining the school’s traditional name, the community was honored and has become an essential collaborator. 100% of stakeholders polled via survey and in-person focus groups confirmed meaningful partnerships are in place that further the school’s mission. Forging futures is evident at Emma Donnan in their inquiry-driven innovation approach. It goes beyond curricula, assessments, and programs. “Continual improvement” is a way of being. Evidence shows a clear and shared focus with high standards and expectations for all students with intentional collaboration and communication. Every decision is research-informed and research-engaged with a relentless focus on identifying and implementing systems of practice that are “pushing onwards toward the future” or Adelante. With the belief that all students can and will learn, targeted efforts are in place to ensure all students receive a grade-level curriculum that is rigorous. Onward with Optimism isn’t just an action value at Emma Donnan, it is a reality. They are indeed building a school through an innovative model that includes real-time teacher coaching, data-driven decision-making, collaborative partnerships, and culturally relevant practices. Student enrollment numbers are increasing, best practices are being implemented, and teacher retention rates are solid.

# Table of Contents

Content	Page Number
OEI Ratings Summary	2
Indicator 4.1	3-4
Indicator 4.2	5-6
Indicator 4.3	7
Indicator 4.4	8-9
Indicator 4.5	10-11
Indicator 4.6	12-13
Indicator 4.7	14-15
Indicator 4.8	16-17
Indicator 4.9	18-19
Indicator 4.10	20-21
Beyond the Rubric	22

## Appendix

[IDOE School Performance Report Elementary](#)

[IDOE School Performance Report Middle](#)

[Self-Assessment](#)

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

Each level of the rubric has an assigned point value such that each indicator has a maximum number of points possible.

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

Does Not Meet Standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.	<table><tr><th colspan="2">Sub-indicator Point Values</th></tr><tr><td>Planning</td><td>1 point</td></tr><tr><td>Emerging</td><td>2 points</td></tr><tr><td>Implementing</td><td>3 points</td></tr><tr><td>Sustaining</td><td>4 points</td></tr></table>	Sub-indicator Point Values		Planning	1 point	Emerging	2 points	Implementing	3 points	Sustaining	4 points
Sub-indicator Point Values												
Planning	1 point											
Emerging	2 points											
Implementing	3 points											
Sustaining	4 points											
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?	Exceeds Standard
4.2. Are the teaching processes (pedagogies) consistent with the school's mission?	Approaching Standard
4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	Not Applicable
4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?	Exceeds Standard
4.5. Has the school developed adequate human resource systems and deployed its staff effectively?	Meets Standard
4.6. Is the school's mission clearly understood by all stakeholders?	Exceeds Standard
4.7. Is the school climate responsive to the needs of students, staff, and families?	Meets Standard
4.8. Is ongoing communication with students and families clear and helpful?	Exceeds Standard
4.9. Do the school's special education files demonstrate that it is in legal compliance and implementing best practices?	Exceeds Standard
4.10. Is the school implementing best practices related to access and services to students with limited English proficiency?	Exceeds Standard

<b>Indicator 4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
---	--	---

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

### Summary of Findings

Emma Donnan exceeds Indicator 4.1 with 23/24 points (95%). An engaging and rigorous curriculum is in place with an emphasis on the Science of Reading. There is strong evidence of a comprehensive process to select and implement curriculum materials across grades and content areas with targeted professional development, planned coaching, and data collection to identify gaps and inform adjustments. Curricular materials are purposefully selected and reviewed using information from EdReports. In collaboration with teachers, the leadership team has developed a comprehensive process to ensure all staff members have curriculum materials that are vertically and horizontally aligned and focus on the instructional priorities of students. The curriculum aligns with and fully supports the vision and mission of the school.

Teacher and student focus groups confirm a high-quality curriculum with intentional pacing is in place. Teacher focus group interviews showed a desire to have individual time to reflect on their student's learning gaps and incorporate opportunities to reteach. Staff survey data indicated a small number of staff members want more involvement in curriculum review and want a higher level of access to curriculum materials. Additionally, Flex Fridays were named as a previous practice that allowed teachers to plan more individualized and differentiated "at bats" to close learning gaps. Some students stated in the focus group that it is hard to keep up with the teachers and they easily get confused. A few middle school students shared that when they miss material due to being absent, they have "to figure it out on their own" and it makes them wonder if their teachers care about them as much as they care about what they are learning. To address these challenges, a question to consider is, "How do you know how to adapt your instructional pace to meet the needs of all learners?"

<b>Indicator 4.1. Does the school have a high-quality curriculum and supporting materials for each grade?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
---	--	---

Data/Artifacts Reviewed		
<ul style="list-style-type: none"> <li>Module 1 - Lesson Internalization</li> <li>Foundations Lesson Internalization Protocol</li> <li>Reading Ecosystem Alignment Diagnostic (READ) Framework</li> <li>Text &amp; Module Internalization Meeting (Teacher &amp; Leader)</li> <li>Wit and Wisdom Module Internalization slide deck</li> <li>Great Minds- IN ELA Standards Alignment Study Resource and Norming - email</li> <li>Pacing Calendar and Standards Feedback - email</li> <li>Pacing Guides and Standards Alignment Feedback Wit &amp; Wisdom - email</li> <li>Scope of Work and Resources for the Curriculum and Standards Summer Project - email</li> <li>Curriculum and Standards Summer Project - email</li> <li>Leadership Focus Group</li> </ul>	<p>Delivering Instruction Artifacts</p> <ul style="list-style-type: none"> <li>Sound Card Drills Practice Clinic</li> <li>Sound Card Drills slide deck 1 &amp; 2</li> <li>Sound Card Drills Note Catcher</li> <li>Adelante Practice Clinic - Sound Card Drills</li> <li>Geodes Structure slide deck</li> <li>Geodes Odds &amp; Ends slide deck</li> <li>Geodes Lesson Plan - Criteria for Success</li> <li>Geodes Lesson Plan - Grade 3</li> <li>Esther Hobart reading passage</li> <li>Heggerty Resource Videos</li> <li>Heggerty Practice Clinic Facilitator Notes</li> <li>Heggerty Participant Handout</li> <li>Wit &amp; Wisdom First Days Practice</li> <li>Wit &amp; Wisdom Instructional Routine (Anchor Charts)</li> <li>Teacher Focus Groups/Classroom Observations</li> </ul>	<p>Fundation Lesson Internalization</p> <ul style="list-style-type: none"> <li>Fundation Lesson Internalization Protocol</li> <li>Exemplar Lesson</li> <li>Fundation Lesson Internalization Protocol slide deck</li> <li>Fundation Lesson Internalization Protocol Session notes</li> </ul> <p>Wit &amp; Wisdom Lesson Internalization</p> <ul style="list-style-type: none"> <li>Lesson Internalization &amp; Practice Meeting (Teacher and Leader)</li> <li>Wit &amp; Wisdom Lesson Internalization (Teacher)</li> </ul> <p>Wit &amp; Wisdom Module Internalization</p> <ul style="list-style-type: none"> <li>Module Internalization slide deck</li> <li>Module Lesson Plans</li> </ul> <p>Wit &amp; Wisdom Instruction Routine</p> <ul style="list-style-type: none"> <li>(Engagement &amp; Student Discourse)</li> </ul> <p>Wit &amp; Wisdom Instruction Routine</p> <ul style="list-style-type: none"> <li>(Socratic Seminar)</li> </ul>

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>Classroom observation, focus groups, internalization artifacts, pacing guides, and lesson plans indicate curriculum is fully implemented across all areas.</li> <li>Unwavering commitment to regular observations, real-time feedback, and targeted coaching to support execution.</li> <li>Intentional emphasis on instructional minutes in key subject areas.</li> <li>Literacy coaches, Math Playbook, Chromebooks iPads</li> <li>TCI &amp; Amplify Science (blended)</li> </ul>	<ul style="list-style-type: none"> <li>Zearn Math is a priority. Continue to follow “north star” by prioritizing standards, reviewing assessments, and identifying gaps. .</li> <li>Continue to support teachers in developing sustainable practices related to opportunities to reflect on their student’s data and reteach.</li> <li>Consider student-led focus groups on pacing</li> <li><a href="#">Resource: Supporting Absent Students</a></li> <li>Survey data indicated teachers want sensory equipment</li> </ul>

<b>Indicator 4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</b>	<b>Overall Indicator Evaluation:</b> Approaching Standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
---	--	--

a) The curriculum is implemented in all classrooms with fidelity.	<b>Sustaining (4)</b>
b) A clearly documented lesson internalization process explicitly targets core learning objectives across all academic areas.	<b>Implementing (3)</b>
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.	<b>Implementing (3)</b>
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	<b>Implementing (3)</b>
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	<b>Implementing (3)</b>
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	<b>Emerging (2)</b>
g) Staff receive explicit feedback on instructional practices on an ongoing basis	<b>Sustaining (4)</b>

<b>Summary of Findings</b>
<p>Emma Donnan is approaching the standard for Indicator 4.2 with 22/28 points (78.5%). A solid strength is fidelity in curriculum implementation. Classroom observations affirm the proficient use of a variety of instructional strategies to check for understanding, monitor progress, and attempt to authentically engage all students. Classrooms contained thoughtful and intentional decor to reinforce learning, highlight student work, communicate expectations, and share proficiency data. Students are engaged authentically, one kindergarten student said the following, “I learn new ways how to do math!” Zaretta Hammond informs PLCs. The Leadership team may want to consider growing resources to affirm the culture of students through culturally responsive practices. Teacher focus group data demonstrated a strong culture of professional development, access to materials and resources, and real-time feedback. One area teachers would like support in is resources to meet the needs of all learners especially related to pacing. One idea they had to meet this need was the addition of academic interventionists or targeted teacher support to ensure all students meet their learning goals. Consistent increases in enrollment are increasing the number of students who may not have been previously exposed to rigorous curriculum and may need additional support to ensure a successful transition to Emma Donnan. Experienced teachers showed evidence of watching and listening to their students to adapt the level of instruction to their needs. Opportunities exist to work with less experienced teachers to differentiate the level of instruction and build their confidence in adapting instruction in the moment. As the newer staff members increase their knowledge of teaching, they will increase their level of trust to take risks and develop a strong sense of belief in themselves. To address these challenges, questions to consider are, “How do we help teachers develop expertise to enact change in their classrooms?” and “How do we instill the value of onward with optimism for teachers as they learn to expect their best?”</p>

<b>Indicator 4.2. Are the teaching processes (pedagogies) consistent with the school's mission?</b>	<b>Overall Indicator Evaluation:</b> Approaching	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
---	---	--

Data/Artifacts Reviewed			
<ul style="list-style-type: none"> <li>Internalization Protocol</li> <li>L1 U2 Exemplar Foundations Lesson Internalization Protocol</li> <li>Foundations Internalization Protocol slide deck</li> <li>Classroom Observations</li> <li>Foundations Internalization Session Notes SY23-24</li> <li>(Word Chaining in Word Play with Distributed Practice agenda</li> <li>Teacher/Student Focus Groups</li> <li>Surveys</li> <li>Habits of Discussion</li> <li>Turn &amp; Talks/Anchor Charts</li> <li>Academic Vocabulary</li> <li>Grow Digital Coaching</li> <li>Adelante Foundational Skills Data Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Updated Lesson Internalization and Practice Meeting - Teacher &amp; Leader</li> <li>Updated Lesson Internalization - Teacher</li> <li>KNDG Progress Monitoring/Data Analysis 9/2023</li> <li>Heggerty Instructional Resources</li> </ul> <p>Geodes Instructional Strategies</p> <ul style="list-style-type: none"> <li>Geodes Structure: The Why and Practice slide deck</li> <li>Geodes 2.0 Structure</li> <li>Geodes Gr 3 Lesson Plan</li> </ul> <p>Batch Feedback Instructional Strategies</p>	<ul style="list-style-type: none"> <li>Foundational Skills Clinic Docs</li> </ul> <p>W &amp; W Instructional Strategies:</p> <ul style="list-style-type: none"> <li>Anchor Chart PD Session notes</li> <li>Student Oral Engagement &amp; Discourse PD Session</li> <li>Vocab Journal &amp; Word Wall PD Session</li> <li>Lesson Internalization &amp; Practice Clinic: Anchor Chart slide deck</li> <li>Lesson Internalization &amp; Practice Clinic: Vocab Journal &amp; Word Wall slide deck</li> <li>Lesson Internalization &amp; Practice Clinic: Oral Engagement &amp; Discourse slide deck</li> <li>Practice Clinic: Socratic Seminar side deck</li> <li>Pacing Calendar</li> </ul>	<p>Intervention Instructional Strategies:</p> <ul style="list-style-type: none"> <li>Fluency Intervention Structure PD slide deck</li> <li>Kindergarten Heggerty and Intervention Structure: The Big Push slide deck</li> <li>CLASS Foundations Intervention Planning Template</li> <li>Adelante Foundational Practice Clinic Protocol 3rd Grade</li> </ul> <p>Foundations Instructional Strategies:</p> <ul style="list-style-type: none"> <li>Adelante Foundational Skills Data Meeting- Vocab Drops slide deck</li> <li>Adelante Foundational Skills Data Meeting- Execute Vocab Drops Practice Clinic Protocol</li> <li>Sound Card Drill Session Notes</li> <li>Sound Card Drill Practice slide deck</li> <li>Sound Card Drill Practice Clinic 2 slide deck</li> <li>Sound Card Drill note catcher</li> </ul>

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>TCI Social Studies curriculum provides differentiated pathways.</li> <li>Lesson internalization protocols and one-pagers for all curricula.</li> <li>Equity audits are in place.</li> <li>Wit &amp; Wisdom instructional routines support teaching processes.</li> <li>Commitment to ILearn and student mastery.</li> <li>Priorities based on data with an understanding of the need for mastery of standards and creativity of teaching within the standard.</li> </ul>	<ul style="list-style-type: none"> <li>Equip teachers to adjust the content, process, and product of a lesson to improve the likelihood of authentic student engagement and achievement. <ul style="list-style-type: none"> <li><a href="#">Resource: Teach Up for Equity and Excellence</a></li> </ul> </li> <li>Use more resources for individual students' learning needs, abilities, interests, and levels of readiness.</li> <li>Opportunities for more culturally responsive teaching <ul style="list-style-type: none"> <li><a href="#">Resource: Geneva Gay Culturally Responsive Teaching</a></li> </ul> </li> </ul>

Indicator 4.3. For secondary students, does the school provide sufficient guidance on and support preparation for post-secondary options?	Not Applicable
---	----------------

a) The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities aligned to their interests.	
b) A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.	
c) The school provides opportunities for extracurricular engagement and activities, connected to student interests, (e.g., athletics, academic clubs, vocational) to increase post-secondary options.	
d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.	



<b>Indicator 4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
---	--	---

a) Assessments utilized are well aligned to learning standards.	<b>Sustaining (4)</b>
b) Assessments utilized are varied to support a wide range of student learning styles and abilities.	<b>Implementing (3)</b>
c) Assessments utilized provide student-level data focused on growth and proficiency.	<b>Sustaining (4)</b>
d) Assessments are administered with sufficient frequency and results are provided promptly.	<b>Sustaining (4)</b>
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.	<b>Implementing (3)</b>

<b>Summary of Findings</b>
<p>Emma Donnan exceeds the standard for Indicator 4.4 with 18/20 points (90%). They are exceptional at asking the question, “How do I know the required learning has taken place?” All evidence demonstrates a well-executed plan to use learning standards and assessments to inform and improve instruction. Academic data is analyzed at every level including aggregated, disaggregated, strand, and item. Leadership cultivates, supports, and sustains expert instruction by using multiple sources of data including coded exit tickets to inform instructional decision-making. A comprehensive data dashboard is being built that will include BOY, MOY, and EOY data with checkpoints. Student growth and mastery are considered when making instructional modifications to best support student learning.</p> <p>Teacher focus group data suggest the need for more grade band learning communities to discuss student performance. Their solution was again related to, “Flex Fridays” to review assessment data and the needs of their students. Student focus groups named they would like to better understand what they missed on tests and why. They also want to collaborate more with their peers to perform or present their learning to a relevant audience. The leadership team named there are always ways to involve scholars more in their learning. Currently, students are involved in getting real-time feedback on academic progress as well as goal-setting reflections and student choice in mathematical intervention days. Grading conferences also exist in homerooms and students have open access to PowerSchool to view their progress.</p>

<b>Indicator 4.4. Does the school effectively use learning standards and assessments to inform and improve instruction?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
---	--	---

Data/Artifacts Reviewed		
<ul style="list-style-type: none"> <li>• DIBELS Administration Slide Deck (4.4a)</li> <li>• Wit &amp; Wisdom Implementation Guide (4.4a)</li> <li>• KNDG Wit &amp; Wisdom Tracker (4.4c)</li> <li>• 2nd Grade Wit &amp; Wisdom Tracker (4.4c)</li> <li>• 8th Grade Wit &amp; Wisdom Tracker (4.4c)</li> <li>• Level 2 Unit Test Class Tracker with Retesting (4.4c and 4.4d)</li> <li>• Lit.LNS Tracker Progress Monitoring SY23-24 (4.4c)</li> <li>• 2nd Grade Heggerty Screener Data Winter 2023 (4.4c)</li> <li>• 3rd Grade Heggerty Screener Data Fall 2023 (4.4c)</li> <li>• SY22-23 1st Progress Monitoring BOY-EOY (4.4c)</li> <li>• 1st Grade Wit &amp; Wisdom Tracker (4.4d)</li> <li>• 5th Grade Wit &amp; Wisdom Tracker (4.4d)</li> <li>• Lit.LNS Tracker Progress Monitoring MOY 22-23 (4.4d)</li> </ul>	<ul style="list-style-type: none"> <li>• Miami DIBELS BOY Administration Benchmark Schedule (4.4d)</li> <li>• TSU DIBELS BOY Administration Benchmark Schedule (4.4d)</li> <li>• UIndy DIBELS EOY Administration Benchmark Schedule 2023 (4.4d)</li> <li>• IU Progress Monitoring Calendar 2023 (4.4d)</li> <li>• Xavier Progress Monitoring Calendar 2023 (4.4d)</li> <li>• SY22-23 KNDG Progress Monitoring MOY-EOY (4.4d)</li> <li>• SY22-23 1st Grade Progress Monitoring MOY-EOY (4.4d)</li> <li>• SY22-23 2nd Grade Progress Monitoring MOY-EOY (4.4d)</li> <li>• SY22-23 3rd Grade Progress Monitoring MOY-EOY (4.4d)</li> <li>• Lit. Adelante Analysis and Instructional Planning SY23-24 (4.4e)</li> </ul>	<ul style="list-style-type: none"> <li>• Adelante BOY Data Analysis slide deck 2023 (4.4e)</li> <li>• Adelante MOY K-3 DIBELS Data Analysis slide deck 2023(4.4e)</li> <li>• Adelante EOY K-3 DIBELS - ILEARN Data Analysis and Reflection slide deck 2023 (4.4e)</li> <li>• BOY Data Analysis and Action Planning session notes (4.4e)</li> <li>• Adelante Foundation Skills Data Meeting - Planning Clinic Protocol (4.4e)</li> <li>• BOY DIBELS Analysis and Instructional Planning SY23-24 (4.4e)</li> <li>• PSF/PM Data Analysis/Action Planning (4.4e)</li> <li>• PSF/PM Data Analysis/Progress Monitoring Fall23 (4.4e)</li> <li>• PSF/PM Data Analysis/Progress Monitoring Spring23 (4.4e)</li> <li>• RELAY PSF/PM Data Analysis/Progress Monitoring Spring23 (4.4e)</li> </ul>

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>• Weekly data meetings with trackers and action plans</li> <li>• <i>mCLASS DIBELS</i> universal screener</li> <li>• <i>Clearsight and NWEA</i> assessment tools</li> <li>• ILearn intervention plans</li> <li>• Reflective practices to balance assessment and instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Grade band learning communities for teachers to reflect on data on their own, outside of PLCs and team meetings</li> <li>• Assessment differentiation specific to student learning styles and abilities - ensure scaffolding based on needs of student while continuing to hold high bar of expectations</li> <li>• Continue to develop checkpoints to assess progressive mastery of early math standards</li> </ul>

<b>Indicator 4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</b>	<b>Overall Indicator Evaluation:</b> Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
--	--	---

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

### Summary of Findings

Emma Donnan meets the standard for Indicator 4.5 with 24/28 points (85%). Solid evidence of a recruitment and hiring system as well as deep reflection on creating a strategy to address the shortage of qualified applicants needed to fill vacant roles. They are diligently working on a strategic staffing model to meet the dual challenge of increased enrollment and decreased applications for existing roles. Consistent efforts are in place to examine human resource systems to create standard operating procedures aimed at meeting current and future needs. Professional development opportunities are intentionally designed using data to build content-based learning for teachers that results in meaningful outcomes for students. The evaluation process is circular. Teachers receive critical feedback regularly and engage in practice clinics to build the skills, knowledge, and habits of highly effective educators. The Leadership team utilizes Trainual to support onboarding tasks and preserve PD for specific high-leverage training aligned with strategic objectives. Focus group data revealed the need for more culturally relevant and differentiated instructional strategies to promote the learning and growth of all students through culturally proficient, skilled, and collaborative practice.

<b>Indicator 4.5. Has the school developed adequate human resource systems and deployed its staff effectively?</b>	<b>Overall Indicator Evaluation:</b> Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
--	--	---

Data/Artifacts Reviewed		
<ul style="list-style-type: none"> <li>• SOP Hiring Playbook</li> <li>• 12-Month Employee Recruitment Schedule</li> <li>• Welcome Onboarding Letter with Deliverables</li> <li>• Interview Process Includes Teaching</li> <li>• Trainual</li> <li>• Onboarding Plan</li> <li>• Sample Teach Elementary &amp; Middle</li> </ul>	<ul style="list-style-type: none"> <li>• Staff List</li> <li>• Staffing Model</li> <li>• Organizational Chart</li> <li>• License Tracker</li> <li>• Practice Routines/Procedures/Feedback</li> <li>• Evaluation Timeline</li> <li>• Practice Clinics</li> </ul>	<ul style="list-style-type: none"> <li>• Licensing How To Document</li> <li>• Summer Institute Memo</li> <li>• Leading PD Feedback Cheat Sheet</li> <li>• Uncommon Schools Constructive Feedback</li> <li>• Coaching Playbook</li> <li>• Visitor Map</li> <li>• Hiring One Pager</li> </ul>

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>• Intentional onboarding process involves multiple stakeholders and a two-week runway to engage with key players</li> <li>• Standard Operating Playbook norms around behaviors, culture, driving for results, influencing for results, problem-solving, personal effectiveness</li> <li>• Staffing Model includes academic team, engagement team, wellbeing team, tech/data team, and operations team.</li> <li>• Compensation for licensure exams</li> </ul>	<ul style="list-style-type: none"> <li>• Solidify and implement mid-year onboarding protocols</li> <li>• Continue to maximize staff utilization to benefit students</li> <li>• Build rubric for hiring of support staff (Registrar, etc..)</li> <li>• Continue to create professional development opportunities to address culturally responsive practices <ul style="list-style-type: none"> <li>○ <a href="#">Resource: Teachers College Press</a></li> <li>○ <a href="#">Resource: Enacting Culturally Responsive Teaching</a></li> </ul> </li> </ul>

<b>Indicator 4.6. Is the school's mission clearly understood by all stakeholders?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
---	--	---

a) Procedures are in place for assessing all stakeholders' perceptions, knowledge, and commitment to the intentions of the school's mission.	<b>Sustaining (4)</b>
b) Procedures are in place for establishing meaningful partnerships with all families and community stakeholders to support the school's mission.	<b>Sustaining (4)</b>

<b>Summary of Findings</b>
<p>Emma Donnan exceeds the standard for Indicator 4.6 with 8/8 points (100%). Mission and vision are strengths. The Leadership team has intentionally made space for multiple stakeholder voices and built a culture rooted in listening and honoring the community. Survey data, stakeholders, and focus groups all demonstrated a strong sense of unity based on the mission of Emma Donnan. The mission is embedded in the academic environment, community partnerships, and extracurricular activities. Intentional efforts are made to collect all stakeholder perceptions and multiple stakeholders named Leah Kuruzar, the Director of Family and Community Engagement as the essential force that keeps the mission alive in the community.</p> <p>Specific evidence was shared from a variety of stakeholders regarding the level of intentionality around collecting qualitative and quantitative data related to stakeholders' perceptions. The Patachou Foundation stated, "Emma Donnan is an ideal partner because school lunches have the power to be a tool for equity." Bean Creek Neighborhood Association members recalled, "Eddie and Rooney showed up at their first meeting and every meeting after that." U of Indy shared, "Emma Donnan was awarded the Community Partner Award!" Parents and caregivers shared examples of how they can engage in the mission of the school by participating in the Family Advisory Council as well as the numerous events hosted by the school.</p>

<b>Indicator 4.6. Is the school's mission clearly understood by all stakeholders?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
---	--	---

<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>● Family Advisory Council One Pager</li> <li>● Family Advisory Council Aug. 8th mtg</li> <li>● Family Advisory Council Discussion Notes</li> <li>● Family Advisory Council Oct. 17th mtg</li> <li>● New Family Orientation Meeting</li> <li>● Family Newsletter</li> <li>● Survey Response (ELL Sociocultural Factors)</li> <li>● Thriving Schools Assessment</li> <li>● Board Meeting Minutes June 16th mtg</li> </ul>	<ul style="list-style-type: none"> <li>● Re-Enrollment Survey Data</li> <li>● Summer Reflection/Future Planning</li> <li>● City Connects</li> <li>● 8th grade Promotion Questionnaire</li> <li>● Stop, Start, Continue Survey Data</li> <li>● Crossroads of America Partnership</li> <li>● UIndy Service Learning</li> <li>● Teen Works Summer Program</li> </ul>	<ul style="list-style-type: none"> <li>● New Family Orientation</li> <li>● Kickboard Survey</li> <li>● Improving Culture Staff Focus Group</li> <li>● ML Supports Staff Focus Group</li> <li>● Social Emotional Learning Focus Group</li> <li>● Adult and Child Partnership</li> <li>● Bean Creek Neighborhood Assoc</li> <li>● Patachou Foundation</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>● High levels of collaboration and communication</li> <li>● High standards and expectations for all stakeholders</li> <li>● Mission is academically focused and clearly expressed</li> <li>● Stakeholders support the mission</li> <li>● Mission is consistently reinforced and visible in day to day activities</li> <li>● Family Advisory Council</li> </ul>	<ul style="list-style-type: none"> <li>● Plan for the development of a Family Center</li> <li>● Continue to invite families to participate as members of decision-making committees and groups</li> </ul>

<b>Indicator 4.7. Is the school climate responsive to the needs of students, staff, and families?</b>	<b>Overall Indicator Evaluation:</b> Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
---	--	---

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

<b>Summary of Findings</b>
<p>Emma Donnan meets the standard for Indicator 4.7 with 13/16 points (81%). Teachers use a check protocol to set and reinforce expectations. Students can earn Positives &amp; Bears Bodega rewards. Student behavior data is tracked and reflected in staff meetings. A core idea at Emma Donnan is, "Discipline is different than merely giving consequences." High Expectations, High Supports is a philosophy shared during new family orientation. Kickboard is a positive incentive-based system used to support scholars.</p> <p>Some teachers report feeling overwhelmed in their roles with significant factors being staff shortages and lack of time to independently review and reflect on the academic and social-emotional needs of their students. The leadership team strategically plans to meet the needs of teachers through Mental Health and Education training, staff incentives, flexible time off, and bonuses. Positive teacher-student relationships were a topic for professional development that included a protocol for professional reading, modeling, and role-playing. Teachers participated in two surveys. One teacher stated, "Our school makes a point to rely not only on solid procedures and expectations in our classrooms but also on cultivating strong relationships with kids." Other survey data indicated teachers differentiate instruction by providing sentence stems and visuals for MLL students. Focus group data indicates Emma Donnan is responsive to the needs of families/caregivers as they stated, "The school thinks of everything and often meets a need before the parent even asks."</p> <p>Students report feeling safe at the school and being academically challenged. Some students reported leaving Emma Donnan and then returning because they, "learn more here." Rituals, routines, and proactive responses create and maintain a safe physical and intellectual environment where students take academic risks. Student focus group data indicates a desire for opportunities to learn in groups as well as having their teacher know more about them (social awareness) related to background, identity, language, strengths, and challenges. Some students expressed a desire for more positive interactions with their teachers.</p>

<b>Indicator 4.7. Is the school climate responsive to the needs of students, staff, and families?</b>	<b>Overall Indicator Evaluation:</b> Meets Standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
---	--	---

Data/Artifacts Reviewed		
<ul style="list-style-type: none"> <li>• Q2 Culture Reset</li> <li>• Mental Health Partners</li> <li>• Meditative Moments</li> <li>• ACT and ML Compliance</li> <li>• Attendance Intervention Calls</li> <li>• After School Clubs and School Care</li> <li>• Athletics (Volleyball, Basketball, Soccer)</li> <li>• Scholar Ambassador Club</li> <li>• Interview with Dean</li> </ul>	<ul style="list-style-type: none"> <li>• Stronger Together Event form</li> <li>• After School Club Leader Survey</li> <li>• Teacher Scholar Weekly Highlight</li> <li>• Kickboard Procedures</li> <li>• Transportation and Uniform Support</li> <li>• Re-enrollment data</li> <li>• SOP Family Concerns</li> <li>• Kinvo Parent Contact System</li> </ul>	<ul style="list-style-type: none"> <li>• EDES Scholars of the Week</li> <li>• Team Builder Trading Cards</li> <li>• Relationship Building</li> <li>• Focus Groups</li> <li>• New Family Orientation</li> <li>• Stronger Together Event Feedback</li> <li>• Next Great Architects</li> <li>• Bean Creek Neighborhood Association</li> </ul>

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>• Staff Surveys</li> <li>• Chef on site (Pataschool)</li> <li>• Adult &amp; Child Health Partner</li> <li>• Pathway Counseling and Consulting</li> <li>• Board Member Professional Reading - DEI</li> <li>• All school supplies provided to all scholars</li> <li>• Clear process for addressing student behavior that includes teacher, Dean, administration, and support teams.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase diversity of Grow Family Advisory Council <ul style="list-style-type: none"> <li>◦ <a href="#">Resource: Engaging Families</a></li> </ul> </li> <li>• More family-friendly volunteer opportunities</li> <li>• Increase frequency of family satisfaction survey</li> <li>• Grow Scholar Ambassador Club to include student leadership <ul style="list-style-type: none"> <li>◦ <a href="#">Resource: Students Lead the Way</a></li> </ul> </li> <li>• Continue to develop restorative practices <ul style="list-style-type: none"> <li>◦ <a href="#">Restorative Justice in Education</a></li> </ul> </li> <li>• Build skills in staff to develop warm and demanding relationships with students as well as navigating difficult conversations with family/caregiver members</li> </ul>



<b>Indicator 4.8. Is ongoing communication with students and families clear and helpful?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
--	--	---

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

<b>Summary of Findings</b>
<p>Emma Donnan exceeds the standard for Indicator 4.8 with 16/16 points (100%). Internally, an Operations Team communication matrix serves as a system of communication protocols that includes type of communication, frequency, format, and owner. Additionally, a "Who To Go To For What" chart provides quick contact information for transportation, attendance, technology, safety, assessment data, and other crucial school-related topics and departments. Monthly family newsletters keep everyone connected around important events, reminders, celebrations, and expectations. School calendars, distance learning plans, attendance, grades, and other key academic updates are shared via PowerSchool and K-8 Parent letters. Students are celebrated through Honors cohort letters and encouraged to participate in a variety of after-school enrichment opportunities. Families' home language is incorporated in all key communication and Emma Donnan regularly uses two-way communication protocols that support frequent, proactive, and personalized communication with families about student learning and performance.</p>

<b>Indicator 4.8. Is ongoing communication with students and families clear and helpful?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
--	--	---

<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>• Stronger Together Event Info</li> <li>• Spirit Week</li> <li>• Family Newsletter</li> <li>• Scholar Recruitment and Enrollment Playbook</li> <li>• Orientation Meetings</li> <li>• Emails Back to School Night, Fiesta, Scouts)</li> <li>• Attendance Dashboard</li> <li>• New Family Orientation</li> <li>• Family &amp; Scholar Handbook</li> <li>• The Hub</li> </ul>	<ul style="list-style-type: none"> <li>• Family Event Workbook</li> <li>• Ops Team Communication</li> <li>• Club Participant Survey</li> <li>• First Day Ready Communication</li> <li>• Uniform Communication (all languages)</li> <li>• What To Go To For What Communication</li> <li>• Distance Learning Plan</li> <li>• Online Learning Communication</li> <li>• Relationships with Families 201</li> </ul>	<ul style="list-style-type: none"> <li>• Staff log text messages to parents</li> <li>• School-wide log communication to parents</li> <li>• Spanish High School Application Letter</li> <li>• High School Information Night</li> <li>• Honors Cohort Letters</li> <li>• Parent Letter</li> <li>• Smaller Class Size Communication (3rd grade)</li> <li>• Kinolved platform</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>• Dedicated teams in place to respond to a variety of communication needs</li> <li>• Information sent out across multiple platforms</li> <li>• Daily, weekly, monthly updates sent to targeted stakeholders</li> <li>• ML Nights</li> <li>• Automatic translation of key messages</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to survey families to determine preferred communication methods</li> <li>• Fine tune communication protocols with staff for sending home hard copy information</li> <li>• Develop stronger system for family contact information</li> </ul>

<b>Indicator 4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
---	--	---

a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs of the student.	<b>Sustaining (4)</b>
b) IEP plans include student-specific goals and plans for ongoing assessment of student progress.	<b>Sustaining (4)</b>
c) IEP goals are rigorous and based on state and national learning standards.	<b>Sustaining (4)</b>
d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	<b>Implementing (3)</b>
e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction to align with student needs.	<b>Implementing (3)</b>

### Summary of Findings

Emma Donnan exceeds the standard in indicator 4.9 with 18/20 points for a score of 90%. At the time of the report, there were 76 students with exceptional needs enrolled and additional students completing the enrollment process. For this indicator, a review of all practices and procedures specific to special education services at Emma Donnan as of November 2023 was completed. Data collected onsite: classroom observations, review of internal processes and documentation, review of confidential IEPs with the special services coordinator, interview with classroom teachers, and an interview with the school leadership team.

On review of the files, 90% or more met the requirements outlined in the rubric. The auditing process revealed sufficient evidence to support the provision of compliant special education services for students with special needs currently enrolled at Emma Donnan.

Evidence of training by Daniel Coogan, Academic Collaboration Team Leader, for all staff on IEP key terms, layout, and responsibilities for instructional staff was reviewed. There was evidence that all instructional staff completed a Google form to check for understanding of best practice IEP implementation and verified it in the teacher focus group. Evidence for tracking students' IEP goals, completing progress monitoring, and tracking BIPs was present in the review of files and documentation.

<b>Indicator 4.9. Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
---	--	---

Data/Artifacts Reviewed		
-Notice of Case Conference -Notices of Implementation -Notices of Initial Evaluation -Classroom Observation Documents	-Review of physical IEPs -Accommodations Google Sheet -Behavior Plans Google Sheet -MTSS Google Sheet	-ACT and AML Compliance SY2324 Presentation -Presentation CFU Google form

Strengths	Opportunities for Improvement
<ul style="list-style-type: none"> <li>• In depth and succinct training presentation called ACT and ML Compliance SY23-24 provided to all staff and a Google form completed to check for understanding</li> <li>• Progress on diagnostic data and standards proficiency is tracked triannually to support IEP goals (Reading fluency in elementary grades is tracked twice per quarter)</li> <li>• Self-contained life skills classroom created and fully staffed with a full time teacher and assistant in response to needs of students</li> </ul>	<ul style="list-style-type: none"> <li>• Physical files could be organized more efficiently using a standard operating procedure that utilizes checklists to ensure files are in order and physical copies of all required documentation are present and in a certain order to locate quickly for any staff member</li> <li>• As more students enroll and transiency continues to be an issue, additional staff to support students and Special Education Coordinator in order to track goals more effectively would be beneficial</li> <li>• As stated in the self-evaluation school identities a need to be more consistent in outlining the specially designed instruction in each goal</li> <li>• Teachers identified in the Teacher Focus Group that interventionists would be helpful to assist students that are falling behind with the fast paced curriculum and to assist in tracking and meeting IEP goals</li> <li>• Teachers identified a need for more sensory resources to support students</li> </ul>

<b>Indicator 4.10. Is the school implementing best practices related to access and services to students with limited English proficiency?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
---	--	---

a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students.	<b>Sustaining (4)</b>
b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies to meet the needs of ELL students.	<b>Sustaining (4)</b>
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.	<b>Sustaining (4)</b>
d) ILP plans include student-specific goals and a plan for ongoing assessment of student progress.	<b>Sustaining (4)</b>
e) ILP plans explicitly identify needs for targeted instruction to align with student needs.	<b>Implementing (3)</b>

### Summary of Findings

Emma Donnan exceeds the standard in indicator 4.10 with 19/20 for a score of 95%. At the time of the visit, more than 20% (97 total students at visit date) of the Emma Donna population are ML learners for the 2023-24 school year compared to 18% for the 22-23 school year. According to WIDA data, 29% of ML students' scores did not increase, 44% grew one level, and 14% grew 1+ level.

Evidence of training by Katrina McCarroll, Multi Language Learner Director, for all staff on ILP key terms, layout, and responsibilities for instructional staff was reviewed. Staff completed a Google form to ensure after the presentation they had a clear understanding of current legislation, research, and effective practices relating to the provision of the ILPs. Teachers verified that they had all received training for ML learners and that best practices are reviewed frequently. Evidence was present for tracking students' ILP language goals and implementing best practices to support language learners in the general education classrooms.

<b>Indicator 4.10. Is the school implementing best practices related to access and services to students with limited English proficiency?</b>	<b>Overall Indicator Evaluation:</b> Exceeds Standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
---	--	---

<b>Data/Artifacts Reviewed</b>		
<ul style="list-style-type: none"> <li>-ILPs</li> <li>-8th grade ML Breakdown</li> <li>-ACT and ML Compliance Document with CFUs for staff to complete</li> <li>-SIOP staff registration</li> <li>-Grade 1 Overview</li> </ul>	<ul style="list-style-type: none"> <li>-ML Overview</li> <li>-Coaching Feedback</li> <li>-Certificate for teaching EL</li> <li>-IDOE PD certification</li> <li>-licenses, certification, transcripts of staff</li> <li>-Annual Parent Notification Letter</li> <li>-ILP conference notifications</li> </ul>	<ul style="list-style-type: none"> <li>-Parent Notifications (in Spanish)</li> <li>-Parent survey and results</li> <li>-Resources in Spanish</li> <li>-MultiLingual Parent Night (in Spanish)</li> <li>-Assessment Task Focus Questions</li> </ul>

<b>Strengths</b>	<b>Opportunities for Improvement</b>
<ul style="list-style-type: none"> <li>• Professional development sessions for all staff members led by Katrina McCarroll, Multi Language Learner Director, to review best instructional practices for ML scholars during staff development</li> <li>• 12 staff members trained in SIOP (Sheltered Instruction Observation Protocol)</li> <li>• ML teachers attend weekly reading planning and data meetings with general education teachers. During these meetings, ML teachers give feedback to teachers on how to implement best practices for ML students in their daily instruction</li> <li>• ML teachers regularly attend professional development on best practices for ML learners, including those led by SIOP, WIDA and MERC Indy</li> <li>• Multilingual family night events are hosted at the school</li> <li>• All school events are presented in both English and Spanish</li> </ul>	<ul style="list-style-type: none"> <li>• Physical files could be organized more efficiently using a standard operating procedure that utilizes checklists to ensure files are in order and physical copies of all required documentation are present and in a certain order to locate quickly for any staff member</li> <li>• Teachers identified in the Teacher Focus Group that additional staff would be helpful to support ML students in reaching their goals and supporting students more effectively</li> <li>• Further develop differentiated content for family nights to meet the cultures of all families and increase attendance</li> <li>• As identified in the self-evaluation the ML team can continue to collaborate even more with general education teachers to individualize student interventions to target specific instructional needs</li> </ul>

# Beyond the Rubric

## More Insights from Stakeholders

Academic	Climate and Culture	Resources/Support Systems
<p>Teachers are invested in Emma Donnan and recognize the commitment of the leadership team.</p> <p>What about high-ability learners?</p> <p>Teacher focus group data shared a desire to talk more about retention policies.</p> <p>Continue to build thinking classrooms. Some data indicated the teacher is doing most of the talking. Continue to consider pacing, depth of questioning, and time given for students to process, ask questions, and discuss.</p> <p><a href="#">Resource: Building Thinking Classrooms</a></p>	<p>Students favorite things</p> <ul style="list-style-type: none"> <li>● Integrative Arts - more expressive time; be with more friends during this time</li> <li>● Teachers are nice and understand my feelings</li> <li>● Favorite subject was math (except 2 students in my group)</li> <li>● Scholar Masters</li> </ul> <p>Some things my school needs:</p> <ul style="list-style-type: none"> <li>● More social events</li> <li>● Field Trips</li> <li>● Events where everyone can be involved in planning it</li> <li>● Recess for all grades</li> <li>● Painting event</li> <li>● Lunch with the teacher</li> </ul>	<p>Parents want the opportunity to take English classes/lessons.</p>