

Emma Donnan Year 6 Core Question 4 Report

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EMMA ELEMENTARY &
DONNAN MIDDLE SCHOOL

Emma Donnan Elementary & Middle School is a K–8 Innovation Network school on Indianapolis' south side operated by Adelante Schools. Grounded in the vision of “pushing onwards toward the future,” the school’s mission centers on creating a joyous neighborhood school that partners with families and the community to prepare students for college, leadership, and lives of service. Adelante’s philosophy emphasizes belonging, academic growth, and long-term opportunity, positioning Emma Donnan as both a community anchor and a future-focused learning environment.

Academically, Emma Donnan is in a growth phase with clear-eyed acknowledgment of current performance and a defined path forward. Recent baseline data show proficiency rates below state averages across subjects, particularly in ELA, math, science, and social studies. At the same time, early literacy stands out as a bright spot. The school has invested in science-of-reading practices, DIBELS progress monitoring, and targeted literacy supports, resulting in improved IREAD-3 outcomes. Adelante’s strategic planning process sets ambitious yet realistic multi-year targets for growth in achievement, signaling a strong commitment to instructional coherence and continuous improvement.

Attendance and student engagement remain clear priorities for Emma Donnan. The school continues to make consistent attendance a central focus of its improvement efforts and has dedicated multiple resources to it. Attendance is foundational to accelerating learning, and the leadership team has identified family engagement, student support systems, and school culture as key strategies to improve daily participation and reduce chronic absenteeism.

Discipline data show an area of both challenge and opportunity. Suspension rates have been higher than desired, including a small number of expulsions, prompting focused efforts to strengthen schoolwide culture, consistency, and student support—particularly in the middle grades. Adelante has set clear reduction targets for suspensions while increasing the percentage of students experiencing minimal or no exclusionary discipline. Overall, Emma Donnan demonstrates strong mission alignment, transparency with data, and a strategic roadmap focused on literacy gains, improved attendance, a healthier school culture, and steady academic growth. In short: the direction is right, the work is real, and the next chapter is about execution with urgency and care.

OEI Ratings Summary

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

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

Core Question 4: Is the school providing the appropriate conditions for success?	Finding
Curriculum: Does the school have a high-quality curriculum and supporting materials for each grade?	Exceeds
Pedagogy: Are the teaching processes (pedagogies) consistent with the school's mission?	Exceeds
Postsecondary Support: 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
Instruction: Does the school effectively use learning standards and assessments to inform and improve instruction?	Exceeds
Staffing: Has the school developed adequate human resource systems and deployed its staff effectively?	Exceeds
Mission: Is the school's mission clearly understood by all stakeholders?	Exceeds
Climate: Is the school climate responsive to the needs of students, staff, and families?	Exceeds
Family Communication: Is ongoing communication with students and families clear and helpful?	Exceeds
SPED Compliance: Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	Exceeds
MLL Compliance: Is the school implementing best practice related to access and services to students with limited English proficiency?	Exceeds

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

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

Data/Artifacts Reviewed

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|---|--|
| <ul style="list-style-type: none"> • Strategic Plan • Math Content Arc • Pacing Calendar • ELA Blueprint • Math Blueprint • Checkpoint Pacing Document • Classroom Observations • Adelante Mid-Charter Review
OEI Spring 24 | <ul style="list-style-type: none"> • Teacher Focus Groups/Classroom Observations • ILEARN Checkpoint Pilot • Zearn Learning Structure • READ Tool • Teacher Survey Data & Focus Groups • Eureka Fluency Sprints • Adelante Literacy Playbook • RDW (Read, Draw, Write) |
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Summary of Findings

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

**Summary of area: Standardized process for selecting and implementing curriculum and EdReports are used as part of the validation process to ensure rigor and alignment.*

Curriculum b) Administrators and school staff conduct systematic reviews of curricula to identify gaps based on student performance across and within subgroups.

**Summary of area: The school prioritizes ongoing data collection to identify skill-based gaps and inform adjustments to curriculum and teaching strategies.*

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

**Summary of area: Teacher focus group interviews confirm the consistent use of curriculum maps to plan for instruction and check against mastery of learning objectives using assessment data.*

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

**Summary of area: Solid systems/playbooks in place to ensure alignment.*

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

**Summary of area: Teacher focus group interviews and classroom observations demonstrate 100% agreement.*

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

**Summary of area: Solid agreement from all stakeholders and planned investments for high-quality instructional materials (Amplify Science, TCI Social Studies).*

Rubric Rating

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

Exceeds

b) Administrators and school staff conduct systematic reviews of curricula to identify gaps based on student performance across and within subgroups.

Exceeds

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

Exceeds

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.

Exceeds

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

Exceeds

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

Exceeds

Strengths

- Rigorous, standards-aligned curriculum is a core element of the model.
- Deep instructional and content expertise.
- National leader in the Science of Reading.
- Highly aligned curriculum, coaching, and assessments with strong growth in DIBELS and IREAD-3
- Chromebooks used to help deliver curriculum to absent students - an indicator that materials/platforms support access and continuity.
- Leadership and administration provide hands-on coaching and support for teachers in curriculum implementation.

Opportunities for Improvement

- Continue to apply early literacy instructional playbooks/systems to math.
- Continue to increase academic rigor and student engagement in middle school (math, science, social studies).

Recommended Next Steps

- Continue to develop and codify expectations, materials, and instructional practices across all subjects and grades.
- Expand intervention systems for multilingual learners and students with disabilities across all curriculum areas.

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

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

Data/Artifacts Reviewed

- | | |
|---|---|
| <ul style="list-style-type: none"> • Updated Lesson Internalization • Progress Monitoring Reports • Strategic Plan • Classroom Observations • Instructional Playbooks • PLC agendas | <ul style="list-style-type: none"> • Teacher/Student Focus Groups • Surveys • Habits of Discussion • Turn & Talks/Anchor Charts • Academic Vocabulary • Grow Digital Coaching |
|---|---|

Summary of Findings

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

**Summary of area: The school has demonstrated strong instructional systems, particularly in ELA and math, that focus on consistent lesson planning, coaching tied to instructional practice, and clear expectations for how lessons are designed and delivered.*

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

**Summary of area: The evaluation team observed consistent feedback on how the lesson internalization process is used (teachers know what to teach, how to prepare it, and why).*

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

**Summary of area: Classroom visits, teacher feedback groups emphasize strategic coaching, collaboration, and instructional support, which is a key condition for lesson internalization.*

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

**Summary of area: Across multiple classroom observations, student engagement was high, including think-pair-share along with questioning strategies to allow multiple entry points, and guided practice with teacher monitoring and varied pacing to process content.*

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

**Summary of area: Classroom observations confirmed use of 1:1 support, cold calls, checking for understanding, think-share-pair, interactive technology, exit tickets, small group discussions, guided notes, and multi-media presentations.*

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

**Summary of area: Classroom observations and student focus groups confirm student-centered learning through student engagement, student voice, active learning, and responsiveness to student needs.*

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

**Summary of area: Per survey data and teacher focus groups, 100% of staff agree they receive instructional coaching and feedback consistently.*

Rubric Rating

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

Exceeds

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

Exceeds

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.	Exceeds
d) Instruction is differentiated based on ongoing formative assessment of student learning needs, identified student interests, and preferred learning styles.	Exceeds
e) Instructional strategies used are designed to promote authentic learning to impact levels of student engagement.	Meets
f) Instructional practices are intentionally designed to validate and affirm the culture of students.	Meets
g) Instructional practices are intentionally designed to validate and affirm the cultures of students.	Exceeds
Strengths	
• Weekly data meetings, observations, and feedback cycles. • Frequent progress monitoring. • Data-driven instructional shifts. • Engagement rubrics. • Reflection prompts. • Solid evidence of gradual release. • Instructional strategy checklists. • Purposeful student work supported with a favorable classroom climate and teacher preparedness.	
Opportunities for Improvement	
• Continue to align and expand formative assessments beyond ELA. • Identify formative data and instructional interventions for science and social studies.	
Recommended Next Steps	
• Continue to develop K-8 Instructional Vision Playbook that defines the expectations, routines, and practices.	

Postsecondary Support: 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

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

Data/Artifacts Reviewed

Not Applicable

Not Applicable

Summary of Findings

Not Applicable

Postsecondary Support 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 that align with their interests.

**Summary of area:*

Postsecondary Support 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.

**Summary of area:*

Postsecondary Support 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.

**Summary of area:*

Postsecondary Support d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.

**Summary of area:*

Rubric Rating	
a) The school provides access to rigorous coursework and career planning experiences (e.g., Advanced Placement courses, internships, independent study) to prepare students for post-secondary opportunities aligned to their interests.	Not Applicable
b) A system is in place to ensure school staff provide students with the supports they need to be effectively prepared for post-secondary opportunities.	Not Applicable
c) The school provides opportunities for extracurricular engagement and activities aligned with student interests (e.g., athletics, academic clubs, vocational) to increase post-secondary options.	Not Applicable
d) The school offers a range of pathways that allow all students to meet or exceed Indiana Core 40 graduation requirements.	Not Applicable
Strengths	
Not Applicable	
Opportunities for Improvement	
Not Applicable	
Recommended Next Steps	
Not Applicable	

Instruction: Does the school effectively use learning standards and assessments to inform and improve instruction?

Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
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Data/Artifacts Reviewed

- | | |
|--|---|
| <ul style="list-style-type: none"> • Progress Monitoring Calendar • Teacher Focus Groups • Strategic Plan • Instructional Playbooks • Foundational Skills Documentation • Trackers | <ul style="list-style-type: none"> • Lesson Plans • PLC Artifacts • Data Analysis Artifacts • Progress Monitoring Reports |
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Summary of Findings

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

**Summary of area: Alignment in place and used responsively to support all learners.*

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

**Summary of area: Diagnostic, formative, progress-monitoring, and summative assessments inform instruction and interventions primarily in ELA and math.*

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

**Summary of area: DIBELS is the hallmark of the instructional model and solid evidence of growth in progress monitoring. Emphasis is on growth over time, not just the end of the year.*

Instruction d) Assessments are administered with sufficient frequency and results are provided promptly.

**Summary of area: IREAD-3, iLEARN proficiency levels are shared consistently and used in data-driven instructional cycles.*

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

**Summary of area: Solid evidence of comparative student level analysis showing students enrolled multiple years, indicating solid growth with increased exposure to the instructional model.*

Rubric Rating	
a) Assessments utilized are well aligned to learning standards.	Exceeds
b) Assessments utilized are varied in order to support a wide range of student learning styles and abilities.	Exceeds
c) Assessments utilized provide student-level data focused on growth and proficiency.	Exceeds
d) Assessments are administered with sufficient frequency and results are provided in a timely manner.	Exceeds
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.	Exceeds
Strengths	
- Relentless focus on student-level data around growth and proficiency, including progress-monitoring tools (DIBELS), standards-based proficiency measures (IREAD-3, ILEARN), and longitudinal comparisons of new versus returning students. - Regular data review cycles inform instruction and intervention. - Data is disaggregated and used to monitor individual student progress toward grade-level expectations. - Emphasis is on growth, not just compliance. - Research-based instructional strategies.	
Opportunities for Improvement	
- Variability in rigor and engagement in middle school: tighten the consistent use of assessment data to adjust instruction. - Explicitly link decision-making for Tier 2 and Tier 3 interventions across all content areas.	
Recommended Next Steps	
Strengthen data-to-instruction routines for Multilingual learners, students with disabilities, and high-need (trauma) students.	

Staffing: Has the school developed adequate human resource systems and deployed its staff effectively?

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

- | | |
|--|--|
| <ul style="list-style-type: none"> • Teacher Focus Groups • Cultural Committee Notes • License Tracker • Staff List • Organizational Chart • Coaching Playbook • Hiring One Pager • Leading PD One Pager | <ul style="list-style-type: none"> • SOP Hiring Playbook • 12-Month Employee Recruitment Schedule • Welcome Onboarding Letter with Deliverables • Interview Process Includes Teaching • Trainual • Onboarding Plan • Sample Teach Elementary & Middle |
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Summary of Findings

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

**Summary of area: Solid evidence, including employee recruitment schedule, hiring one-pager, interview process that includes a teaching component, SOP Hiring Playbook, visitor map and onboarding handoff documents.*

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

**Summary of area: Solid evidence from HR that hiring practices are systematized and standardized and include performance tasks of sample teaching.*

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

**Summary of area: The school has a defined staffing model that strategically uses literacy and math instruction and leadership regularly reviews it for gaps or pressure points and makes adjustments accordingly.*

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

**Summary of area: Enrollment growth has increased the demand for staff, most recent hires strongly reflect the needs of the school population served.*

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

**Summary of area: PD explicitly aligned to Science of Reading, math instructional coherence, and culturally responsive practices.*

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

**Summary of area: Practice clinics, instructional coaching cycles with documented feedback, Summer Institute, and lesson internalization protocols.*

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

**Summary of area: Clear evaluation timelines, defined criteria and expectations, regular classroom observations, feedback cycles tied to instructional practice, student outcomes, and professional growth goals.*

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

Strengths
• Growth-aligned talent strategy. • Clear pipelines for hiring, onboarding, and leadership development. • Staffing levels support instructional delivery. • PD is a strategic - solid connection of adult practice and student outcomes.
Opportunities for Improvement
• Continue to grow staff to align with enrollment goals strategically.
Recommended Next Steps
• Continue to retain high-performing staff to meet future goals. • Continue to develop all K-8 instructional vision playbooks and utilize for onboarding, coaching, and growth.

Mission: Is the school's mission clearly understood by all stakeholders?	
Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data/Artifacts Reviewed	

- Stakeholder Survey Data
- Student Focus Group Data
- Teacher Focus Group Data
- Strategic Plan
- Outreach Newsletters/Emails
- New Family Orientation
- Kickboard Survey
- Improving Culture Staff Focus Group
- ML Supports Staff Focus Group
- Attendance Intervention Calls

- Board Minutes
- Student Handbook
- Sample communication documents & protocols
- Survey Response (ELL Sociocultural Factors)
- Thriving Schools Assessment
- Culture Reset Notes
- Mental Health Partners
- Meditative Moments
- ACT and ML Compliance

Summary of Findings

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

**Summary of area: The mission is centered on students as active learners, and not passive recipients of instruction. Rubrics, surveys, parent/caregiver meetings, communication outreach, conferences, engagement coordination, are just a few of the ways stakeholder perceptions are collected.*

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

**Summary of area: Meaningful relationships are developed through a values-driven culture using the OSOS (Optimism, Swing, Ownership, Solidarity) embedded in daily practice. Systems in place along with staffing resources to ensure strong sense of belonging.*

Rubric Rating

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

Exceeds

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

Exceeds

Strengths

- Values-Driven Culture (Optimism, Swing, Ownership, Solidarity).
- High function/High impact collaboration.
- Family Advisory Council.
- High satisfaction survey ratings from stakeholders.
- Strong sense of belonging as reported by students, staff, and community members.
- Enrollment growth.

Opportunities for Improvement

- Continue to elevate student feedback as evidence of mission alignment.

Recommended Next Steps

- Has strong mission-aligned practices (engagement, student-centered instruction, responsive teaching, and authentic learning) - don't need to invent something new, just make it visible, operational, and non-negotiable in daily practice.

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

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

Data/Artifacts Reviewed

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

Summary of Findings

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

**Summary of area: The school implements schoolwide Tier 1 supports that promote access to rigorous instruction and a positive learning environment for all students.*

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

**Summary of area: Behavioral and social-emotional supports are embedded in daily routines through consistent expectations. Student focus groups report a strong sense of belonging.*

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

**Summary of area: Observation tools and evaluator notes consistently reflect a favorable classroom climate and responsive teacher practices to the whole student.*

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

**Summary of area: Solid use of feedback surveys, tools, and community/caregiver meetings.*

Rubric Rating

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

Strengths

- Clearly defined Tier 1 instructional and behavioral expectations.
- High engagement rates 90%+ observed across classrooms.
- Small-group instruction, additional academic scaffolding, and targeted social-emotional interventions.
- Individualized plans aligned to student needs.
- 93% Satisfaction rating from family survey (October 2025).
- College fieldtrips (Marian, DePauw)

Opportunities for Improvement

- Continue to develop stronger Tier 2/Tier 3 interventions for special populations.
- Continue to build in additional planning/prep time for teachers of special populations.

Recommended Next Steps

- Continue to develop the leadership structure (communication/decision-making) to ensure role clarity going forward.
- Codify practices and strengthen documentation to enhance system coherence & sustainability.

Family Communication: Is ongoing communication with students and families clear and helpful?

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

Data/Artifacts Reviewed

- Family Event Workbook
- Ops Team Communication
- Club Participant Survey
- First Day Ready Communication
- Uniform Communication (all languages)
- What To Go To For What Communication
- Distance Learning Plan
- Online Learning Communication
- Relationships with Families 201

- Strategic Plan
- Stakeholder Survey
- Website
- Newsletter
- Staff log text messages to families
- The Hub
- Attendance Dashboard
- Orientation Meetings

Summary of Findings

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

**Summary of area: Regular family newsletters, orientation meetings, PowerSchool for real-time academic progress, grading conferences and Schoolwide surveys. Solid infrastructures to support communication goals.*

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

**Summary of area: Stakeholder survey reported communication is clear, helpful, and timely.*

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

**Summary of area: A standing Family Advisory Council with documented agendas, meeting notes, and follow-up action items.*

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

**Summary of area: Formal feedback loops and response mechanisms designed to assess family perspectives and ensure connectedness.*

Rubric Rating

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

Exceeds

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

Exceeds

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

Exceeds

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.

Exceeds

Strengths
• Formal feedback loops for families - part of the crew culture. • Embedded in mission and vision, “We unite in solidarity with our families & community to create a joyous neighborhood school.” • Family Advisory Council. • Director of Family and Community Engagement -builds and sustains trust. • System-based communication with evidence of follow-through. • Strong infrastructures - family experience identified as a core outcome area.
Opportunities for Improvement
• Continue to align family engagement infrastructure to communication protocols. • Continue to deepen family understanding of instruction decisions, assessments, and interventions, and provide “why this matters”, not just updates.
Recommended Next Steps
• The Director of Family & Communication Engagement is repeatedly referred to as a key driver of success, which is a strength. Still, this can create a single-point dependency. Continue to distribute family communication ownership across teams, leaders, and staff. Cross-train staff so systems remain strong.

SPED Compliance: Do the school's special education files demonstrate that it is in legal compliance and is implementing best practice?	
Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.
Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.

Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.	
Data/Artifacts Reviewed		
• File Review & Case Conference Notes • SPED Team Interview • Audit & Tracking Forms • Classroom Observations • Teacher Focus Group Data • IU Health Partnership		
Summary of Findings		
SPED Compliance a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs in present level of performance of the student and are being delivered as outlined. <i>*Summary of area: Findings from the site visit confirm Emma Donnan provides legally compliant and appropriately implemented special education services.</i> SPED Compliance b) IEP plans include student specific goals and plan for progress monitoring of student goals. Evidence of ongoing assessment is present. <i>*Summary of area: All students currently receiving special education services have evidence of progress monitoring and developmentally appropriate goals—solid internal coherence across grade levels.</i> SPED Compliance c) IEP goals are rigorous, based on state and national learning standards, and related to present levels of performance. <i>*Summary of area: Compliant with state and federal standards. Reviewed for rigor and confirmed via interview with SPED team. Not just procedural compliance, but strong evidence of special education best practices.</i> SPED Compliance d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance. <i>*Summary of area: Confirmed per interviews with staff and comprehensive file review.</i> SPED Compliance e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction, and accommodations that align with student needs. Evidence of specifically designed curriculum, instruction, and accommodations is present. <i>*Summary of area: A review of special education files demonstrated that all required IEP components were present and compliant, including current IEPs, documented conference notifications, clearly identified disabilities, and rigorous goals.</i>		
Rubric Rating		
a) Services outlined in Individualized Education Plans (IEPs) adequately match the exceptional needs in present level of performance of the student and are being delivered as outlined.	Exceeds	

b) IEP plans include student specific goals and plan for progress monitoring of student goals. Evidence of ongoing assessment is present.	Exceeds
c) IEP goals are rigorous, based on state and national learning standards, and related to present levels of performance.	Meets
d) IEP goals are reviewed and revised annually as determined by present levels of student level of performance.	Exceeds
e) IEP plans explicitly identify requirements for specifically designed curriculum and instruction, as well as accommodations that align with student needs. Evidence of specifically designed curriculum, instruction, and accommodations is present.	Exceeds
Strengths	
- Services and accommodations consistently aligned with needs across the reviewed grade levels. - PLOPs clearly informed service delivery, and accommodations matched students' needs, including academic, behavioral, and self-regulation supports.	
Opportunities for Improvement	
Continue to improve accessibility and consistency of file organization. In some cases, locating the most current IEP required extensive review due to inconsistent file order and incomplete, variably used checklists.	
Recommended Next Steps	
Establish a standard operating procedure (SOP) for file organization and compliance checks to strengthen efficiency, reduce risk, and ensure that any staff member can quickly verify compliance.	

MLL Compliance: Is the school implementing best practice related to access and services to students with limited English proficiency?	
Does not meet standard	Ratings across all sub-indicators were scored at 65% or less of the total overall points possible.
Approaching standard	Ratings across all sub-indicators were scored between 79% and 66% for the total overall points possible.

Meets standard	Ratings across all sub-indicators were scored between 80% and 89% of the total points possible.
Exceeds standard	Ratings across all sub-indicators were scored at or above 90% of the total overall points possible.
Data/Artifacts Reviewed	
• Assessment Task Focus Questions • Parent Notifications • File Review • Licenses, certifications • ILP conference notifications • ML overview • ILPs	
Summary of Findings	
MLL Compliance a) Staff have a clear understanding of legal obligations, current legislation, research, and effective practices relating to the provision of services for ELL students. <i>*Summary of area: Solid evidence of file compliance based on review of files and monitoring procedures.</i> MLL Compliance b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies per the modifications and accommodations listed in the ILP to meet the needs of ELL students. Lesson plans and/or lesson internalizations and observations include evidence that these differentiated strategies are implemented in classroom instruction. <i>*Summary of area: Based on teacher focus groups and classroom observations, teachers received support and training to differentiated strategies based on researched best practices.</i> MLL Compliance c) Procedures are in place to ensure relationships with ELL students, parents, and external providers are well-managed and in compliance with Indiana law and regulations. <i>*Summary of area: Procedures are in place to intentionally support and strengthen relationships with ELL students through coordinated instruction, engagement, and support systems.</i> MLL Compliance d) ILP plans include “strategies, instructional and assessment accommodations, modifications, goals for the student, the student’s English language proficiency levels, state and local assessment data, and details on their EL services (i.e. program model, frequency)” (<u>IDOE EL Guidebook, 2023-2024</u>). Evidence of academic progress is evident through student subgroup analysis. <i>*Summary of area: Documentation reflects consistent identification of students, implementation of appropriate supports, and collaboration among instructional staff.</i>	
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.	Exceeds

b) Staff have a knowledge of the process of language acquisition and the skillsets needed to differentiate instructional strategies per the modifications and accommodations listed in the ILP to meet the needs of ELL students. Lesson plans and/or lesson internalizations and observations include evidence that these differentiated strategies are implemented in classroom instruction.	Exceeds
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.	Exceeds
d) ILP plans include “strategies, instructional and assessment accommodations, modifications, goals for the student, the student’s English language proficiency levels, state and local assessment data, and details on their EL services (i.e. program model, frequency)” (<u>IDOE EL Guidebook</u> , 2023-2024). Evidence of academic progress is evident through student subgroup analysis.	Exceeds
Strengths	
- Fully staffed MLL team this year. - Clear identification and access to services. - Strong relationship-based culture. - Instructional practices that support language development. - Alignment with family engagement efforts.	
Opportunities for Improvement	
- Consistency and visibility of documentation. - Codification of procedures. - More substantial alignment between supports and instructional planning. - Expanded professional learning focused on language development.	
Recommended Next Steps	
- Develop and implement a file & documentation SOP. - Enhance professional development for ELL instruction.	

