Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Academy of Excellence, Inc.
School Name: Academy of Excellence
Site Visit Date: February 20, 2015

Required for: Annual Report
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **3.School Calendar** **4.Staff Development 2014-2015** **8.Staff Videos** **Teacher Professional Development Surveys** **Professional Development Plan for Academy of Excellence Academic Year 2015** **Running Calendar**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's professional development plan **The documents provided demonstrate evidence of the following:** • Professional Development plan consists of beginning of the year staff development and a full-day teacher in-service session once per month. • Professional Development Plan for 2015 identifies topics to be addressed at full-day sessions as well as on early release days and after school. The plan also includes the topics to be addressed during the 2015-2016 school year • Running calendar identifies the staff development days and the topics addressed on each day for the 2014-2015 school year • Teachers have individual independent professional development. Each staff member keeps a log of the videos they viewed. Each teacher also completes a video response sheet describing their learning objectives and how the video helped them meet their learning objectives.
[P.2] **1.Staff Development 2014-2015** **2.2014-2015 Board meeting Minutes**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan was developed **The documents provided demonstrate evidence of the following:** • Final discussion and adoption of the PD is done in a formal Board meeting to approve expenditures for professional development • Following professional development sessions teachers complete professional development evaluations. The evaluations rate the quality, content, relevance, and usefulness • a committee of members including staff, teachers, parent representation, and community members that meet in the fall and spring to review and discuss any concerns related to the Curriculum and Professional Development • Professional development topics are also determined by **The documents provided do not demonstrate evidence of the described processes because:** documents demonstrate that information is collected regarding professional development but does not document the process for making

	decisions regarding the professional development plan.
[P.3] **1.Staff Development 2014-2015** **Running Calendar**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan is aligned with instructional staff learning needs **The documents provided demonstrate evidence of the following:** • Feedback/comments through professional development surveys determine where the needs exist. • Teacher Professional Development Surveys provide feedback regarding the professional development teacher receive. The surveys record whether teacher feel the professional development was relevant or useful.
[P.4] **1.Staff Development 2014-2015** **Running Calendar**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the plan addresses areas of high importance **The documents provided demonstrate evidence of the following:** • Professional development was provided to support the implementation of the Galileo assessment tools • Other professional development topics addressed during professional development include high importance areas: AZCCR standards training, Data-driven instruction, benchmark assessment review, ILP/LEP, lesson planning, curriculum mapping.

[P.5]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder supports high quality implementation of the strategies learned in professional development sessions **The documents provided do not demonstrate evidence of the following:** • School administrators model lessons based on identified teacher needs. However no documentation was provided to demonstrate specific example of teacher modeling. • Follow-up professional development sessions occur to build on prior learning. However no documentation was provided to record specific examples of follow-up to prior training. **The documents provided do not demonstrate evidence of the described processes because**: there is not currently a process for documenting the support methods the Charter Holder described.
[P.6] **Staff Development 2014-2015 Screenshot of teacher resources available on school network**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides the resources that are necessary for high quality implementation **The documents provided demonstrate evidence of the following:** • Copies of PPT presentations accompany the professional development agendas. PPT presentations from development sessions are provided to teachers and are also available to teachers on the school's computer network. • Teachers have access to resources on the school's computer network to support implementation of strategies learned in professional development. • Teachers have access to e-books on the schools network. E-book topics included Math and Language Arts topics to support instruction
[P.7]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors the implementation of the strategies learned in professional development sessions **The documents provided do not demonstrate evidence of the described processes because:** no documentation of a formalized process for monitoring strategies learned in professional development sessions
[P.8]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors and follows-up with instructional staff to support and develop implementation of the strategies learned in professional development **The documents provided do not demonstrate evidence of the described processes because:** no documentation of a formalized process for follow-up and support for professional development strategies

[P.9] **4.Staff Development 2014-2015**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25%/non-proficient students **The documents provided demonstrate evidence of the following:** • **Professional development topics include culturally responsive differentiated instructional strategies, intervention, family engagement strategies, creation of student learning plans, instructional strategies (focus on lower 25%),**
[P.10] **4.Staff Development 2014-2015**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs) **The documents provided demonstrate evidence of the following:** • Professional development topics on the calendar include ILPs as part of staff development and POD meetings. • Professional development topics include culturally responsive differentiated instructional strategies, intervention, family engagement strategies, and creation of student learning plans
[P.11] **N/A**	**Not Applicable**
[P.12] **4.Staff Development 2014-2015** **July 2013 staff development agenda**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with disabilities **The documents provided demonstrate evidence of the following:** • July 29th, 2014 agenda for professional development identifies training on instructional activities to differentiate classroom instruction. The July 30, 2013 agenda indicates that special education is a topic that is part of beginning of the year staff development. Presentation materials for the SPED training were also provided.

I, STEVE SALMENTO, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 20, 2015.

I, Eula Saxon Dean, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 20, 2015.

Eula Saxon Dean