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: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] Title I ATTP Meeting Agenda Notes Pod Meeting 14-15 AOE Curriculum Management Flowchart Curricular Adaptation and Decision making process AOE 2015 Staff Development 2014-2015	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards. **The documents provided demonstrate evidence of the following:** • Our process utilizes 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. • Teachers hold Primary/Middle School Pod meetings at least once a month and they review and discuss any curriculum matters at that time. • During staff development teachers reviewed Engage NY resources for alignment with ACCR standards.
[C.2] Staff Development 2014-2015	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided do not demonstrate evidence of the following:** • During staff development teachers reviewed Engage NY resources for alignment with ACCR standards. This is currently an ongoing process for the creation of a school-wide ACCR standards-aligned curriculum. **The documents provided do not demonstrate evidence of the described processes because**: the process has not yet been completed but is currently ongoing.
[C.3] Staff Development 2014-2015 Curricular Adaptation and Decision making process AOE 2015 2014-2015 Board Meeting Minutes	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided do not demonstrate evidence of the following:** • During staff development teachers reviewed Engage NY resources for alignment with ACCR standards. • January 14, 2014 board meeting minutes record that Dr. Dean shared her findings regarding the Engage NY curriculum from the Superintendent's Conference. The minutes include the criteria used in making the decision to use Engage NY curriculum for Academy of Excellence. **The documents provided do not demonstrate evidence of the described processes because:** the documents provide evidence of the steps that were used to adopt Engage NY but do not represent the formalized process described in the Curriculum Adaptation and Decision making process document. The process document describes the plans for the formalized curriculum adoption process to be used for any subsequent curriculum adoptions.

[C.4] Title I ATTP Meeting Agenda Notes Staff Development 2014-2015 2014-2015 Board Meeting Minutes	**Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • The following positions are included in the curriculum adoption process: administrators, teaching staff, admin support staff, parents, community members, school board members, and support of the Arizona Department of Education specialist when needed • Staff and Board Agendas identify the board members and staff that are present during board meetings when curriculum is discussed. • Title I/APTT Meeting identify the board members, staff, and community members that are present during board meetings when curriculum is discussed. • January 14, 2014 board meeting minutes record that Dr. Dean shared her findings regarding the Engage NY curriculum from the Superintendent's Conference. The minutes include the criteria used in making the decision to use Engage NY curriculum for Academy of Excellence.
[C.5] Curricular Adaptation and Decision making process AOE 2015 2014-2015 Board Meeting Minutes	**Charter holder indicated the intended purpose of the document was to demonstrate:** when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt. **The documents provided demonstrate evidence of the following:** • January 14, 2014 board meeting minutes record that Dr. Dean shared her findings regarding the Engage NY curriculum from the Superintendent's Conference. The minutes include the criteria used in making the decision to use Engage NY curriculum for Academy of Excellence, primarily that Academy of Excellence was using the Core Knowledge Curriculum and that the Engage NY curriculum framework was built upon the Core Knowledge Curriculum. • The Curriculum Adaptation and Decision making process document describes the formalized process to be used. However, this process has not yet been implemented, but will be used for any subsequent curriculum adoptions. **The documents provided do not demonstrate evidence of the described processes because:** the documents provide evidence of the steps that were used to adopt Engage NY but do not represent the formalized process described in the Curriculum Adaptation and Decision making process document. The process document describes the plans for the formalized curriculum adoption process to be used for any subsequent curriculum adoptions.

[C.6] Teacher Evaluations	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder. **The documents provided do not demonstrate evidence of the following:** • Administrative Oversight team has to constantly review the lesson plans, perform classroom walkthroughs and complete teacher evaluations **The documents provided do not demonstrate evidence of the described processes because:** The observation forms indicate that classroom instruction is monitored, however the observations do not indicate that administration is recording whether classroom instruction is aligned with lesson plans or that the curriculum is being implemented with fidelity.
[C.7] Engage NY Curriculum Maps AZ Merit Blueprint Ela grades 6-8 curriculum plan Curriculum DOCS: Language Arts Lesson Plans (1st, 2nd, 3rd, 5th-8th) Math Lesson Plans (4th, 5th/6th, 7th/8th)	**Charter holder indicated the intended purpose of the document was to demonstrate:** that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided demonstrate evidence of the following:** • Engage NY Curriculum Maps identify the sequence of lessons for English and Math. The curriculum maps identify the pace. • The AZ Merit Blueprint identifies the domains and strands of AZCCR standards assessed on the AZ Merit assessment • ELA Lesson Plans provided identify the Engage NY Unit and Lesson number as well as the AZCCR standards. A review of lesson plans and Engage NY curriculum maps confirmed that lesson plans provided align with the curriculum maps and lesson activities align with the identified AZCCR standards. The 1st and 2nd grade lesson plans provided for Jan 27-30, 2015 identify lessons from Domain 2 of the 11 domains that comprise the 1st grade and 2nd grade Engage NY curriculum map. Lesson plans for 5th-8th identify grade level standards for each grade level, and identify different reading selections for each grade level, however the lessons do not align with the ela grades 6-8 curriculum plan. • Math lesson plans identify Engage NY modules and AZCCR standards. The identified AZCCR standards do not align with the identified Engage NY modules. However, the lesson activities align with the AZCCR standards identified for the lesson. **The documents provided do not demonstrate evidence of the described processes because:** No documents were provided to demonstrate that the Engage NY curriculum maps will provide instruction for all grade-level standards within the academic year. The curriculum maps describe the sequence and pace for lessons, but no documentation was provided to demonstrate the timeframe for the academic year when each unit will be taught.

[C.8] Staff Development 2014-2015 Teacher Job Description AOE Website Screenshot School Compacts	**Charter holder indicated the intended purpose of the document was to demonstrate:** the expectation for consistent use of these tools and how these expectations are communicated. **The documents provided demonstrate evidence of the following:** • Teacher Job Description includes a position summary for teachers which includes the expectation that "Through use of the textbooks, Internet and various curriculum tools they will consult regularly with learning coaches and students to ensure that each child successfully completes his/her instructional program." • Staff Development agendas record sessions where teachers focused on the following instructional tools: curriculum maps, subject matter units and lesson planning.
[C.9] Teacher Evaluations/Observations Engage NY Curriculum Maps AZ Merit Blueprint Ela grades 6-8 curriculum plan Curriculum DOCS: Language Arts Lesson Plans (1st, 2nd, 3rd, 5th-8th) Math Lesson Plans (4th, 5th/6th, 7th/8th)	**Charter holder indicated the intended purpose of the document was to demonstrate:** evidence to demonstrate usage of these tools in the classroom and alignment with instruction. **The documents provided demonstrate evidence of the following:** • administrative walkthroughs we check to see that the objectives, lesson plan and student work are all aligned for student growth and success **The documents provided do not demonstrate evidence of the described processes because:** • ELA Lesson Plans provided identify the Engage NY Unit and Lesson number as well as the AZCCR standards. A review of lesson plans and Engage NY curriculum maps confirmed that lesson plans provided align with the curriculum maps and lesson activities align with the identified AZCCR standards. The 1st and 2nd grade lesson plans provided for Jan 27-30, 2015 identify lessons from Domain 2 of the 11 domains that comprise the 1st grade and 2nd grade Engage NY curriculum map. Lesson plans for 5th-8th identify grade level standards for each grade level, and identify different reading selections for each grade level, however the lessons do not align with the ela grades 6-8 curriculum plan. • Math lesson plans identify Engage NY modules and AZCCR standards. The identified AZCCR standards do not align with the identified Engage NY modules.
[C.10] Staff Development 2014-2015	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • During staff development teachers reviewed Engage NY resources for alignment with ACCR standards. This is currently an ongoing process for the creation of a school-wide ACCR standards-aligned curriculum. **The documents provided do not demonstrate evidence of the described processes because: the process has not yet been completed but is currently ongoing.**

[C.11] Language Arts Lesson Plans (1st, 2nd, 3rd, 5th-8th) Math Lesson Plans (4th, 5th/6th, 7th/8th) Literacy Lab Schedule School PreTest-Reading Spring 2015 School Pre Test Spring 2015 Reading and math samples Class schedule	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with proficiency in the bottom 25%. **The documents provided demonstrate evidence of the following:** • Students receive a minimum of 120 minutes of differentiated reading instruction each day. This balanced literacy approach includes the teaching of phonemic awareness, phonics, vocabulary, fluency and comprehension at each student's instructional level • literacy lab, offering small group and one-on-one literacy instruction and remediation for students K-8 • Lesson plans identify additional supplemental and support resources used to provide remedial instruction for students lacking readiness for grade level standards through intervention pull-outs • Literacy Lab Schedule records times for students to use Academy of Math and Academy of Reading, technology based instructional resources to provide intervention instruction. Students work individually and a pre test and post test are used to monitor student progress in Academy of Math and Academy of Reading lessons • Students have individual learning plans that identify specific accommodations including adjustment to instructional materials.
[C.12] Student ILP	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • individual learning plans to include focus on reading, writing, listening, and speaking. The individualized intervention also helps to sequence and scaffold content for ELA and Literacy
[C.13] **N/A**	**Not Applicable**
[C.14] IEP Reading and math samples Special education process flow chart	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • Students have individual learning plans that identify specific accommodations including adjustment to instructional materials. • IEPs identify specific services to be provided to students. The Special education process flow chart describes the process used at Academy of Excellence for identification and monitoring of students with disabilities.

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, Gila 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. _____