## Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Aprender Tucson
School Name: Southside Community School
Site Visit Date: January 20, 2015

Required for: Annual Report
Evaluation Criteria Area: Curriculum

| Document Name/Identification | Intended Purpose and Discussion Outcome |
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| [C.1]<br><br>**Email correspondence between school leadership and teachers**<br><br>**Email correspondence with publisher representatives** | **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.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• What process is used to evaluate curriculum<br>• How the effectiveness of curriculum is evaluated<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>• Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Email correspondence identifies internal discussion regarding external reviews of curricular options. An email from teacher identifies a Reading resources selected by teachers and cites the following features: alignment to Common Core, provides differentiated instruction for whole group and small group instruction, includes adaptations for ELL students, inclusion of fluency and comprehension reading components. This demonstrates the use of criteria for selecting curriculum, but does not demonstrate a formalized, consistent process. The documented process is based on the inputs of teachers, and not common criteria that are established and used consistently. |
| [C.2]<br><br>**Email correspondence between school leadership and teachers** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• identify trends in student achievement by grade, that have called attention to potential gaps in the curriculum<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>• Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Email correspondence from a teacher identifies specific standards not addressed by the Math curriculum resources. This is an example of one teacher identifying gaps in the curriculum; however this does not demonstrate a formalized, consistent process that is implemented consistently for all grades and content areas. |
| [C.3]<br>**Email correspondence between school leadership and teachers** | **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.<br><br>**The documents provided do demonstrate evidence of the following:**<br>• Email discussions showing recommendations for new curriculum from instructional staff |

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| | **The documents provided do not demonstrate evidence of the following:**<br>• All alternatives are then examined and evaluated at a staff meeting. The executive team uses these discussions to inform their final decision of which curriculum to select.<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>• Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Email correspondence from a teacher identifies specific standards not addressed by the Math curriculum resources. This is an example of the identification of gaps in the curriculum; however this does not demonstrate a formalized, consistent process that is implemented consistently for all grades and content areas. |
| **[C.4]**<br><br>**Email correspondence between school leadership and teachers**<br><br>**Email correspondence with publisher representatives** | **Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• recommendations and feedback have been gathered from instructional staff<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Email correspondence provided includes some, but not all teachers. The documents demonstrate a changing roster of teachers involved in revising and adopting curriculum. |
| **[C.5]**<br>**Email correspondence between school leadership and teachers**<br><br>**Email correspondence with publisher representatives** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Once recommendations and feedback have been gathered from instructional staff and a new curriculum or desired revisions identified by the executive team<br><br>• Lead teachers check weekly lesson plans<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• During the initial weeks of implementation, team leaders check in with teachers to ensure the new materials are in use and provide support in the form of feedback and clarification, peer mentoring and peer observation.<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>• Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Email correspondence identifies internal discussion regarding external reviews of curricular options. An email from |

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| | teacher identifies a Reading resources selected by teachers and cites the following features: alignment to Common Core, provides differentiated instruction for whole group and small group instruction, includes adaptations for ELL students, inclusion of fluency and comprehension reading components. This demonstrates the use of criteria for selecting curriculum, but does not demonstrate a formalized, consistent process. The documented process is based on the inputs of teachers, and not common criteria that are established and used consistently. |
| **[C.6]**<br><br>**Lesson Plans**<br>**Lesson Plan check documents**<br>**Staff Orientation July 29 – July 31, 2013**<br><br>**Informal and formal observations** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• The integration of new curricula in class instruction is monitored by lead teachers who check weekly lesson plans,<br>• Lesson plans are required to document the ACCR standards<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• Upon adoption of a new curriculum all instructional staff members attend trainings on how to utilize the curriculum components and how to implement the curriculum most effectively, ensuring that ACCR standards are consistently addressed and that instruction is differentiated for ELL, special education, and non-proficient students.<br>• During the initial weeks of implementation, team leaders check in with teachers to ensure the new materials are in use and provide support in the form of feedback and clarification, peer mentoring and peer observation.<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations.<br>• For all grades curriculum map binders included:<br>  ○ Publisher created alignment to standards for Language Arts Only<br>  ○ Teacher created scope and sequence for Math only<br>  ○ Teacher created curriculum maps – template includes space for teacher resources and notes, however these areas have not been completed on the curriculum map documents provided<br>• Observation forms do not include criteria for monitoring the implementation of curriculum components |
| **[C.7]**<br>**Lesson Plans**<br>**Curriculum Maps**<br>**Scope and Sequence Overview** | **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.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• lesson plan format used by teachers has boxes that must be filled in identifying any standards that will be addressed during each instructional block.<br>• Weekly lesson plans are posted on the server by teachers, due by the end of the work day each Friday, and are |

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| | checked for completeness weekly by lead teachers. Any inconsistencies, absent blocks of instruction time, or failure to identify standards are addressed with the teacher.<br><br>**The documents provided do not demonstrate evidence of the following: Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations.**<br>• a curriculum map aligned to ACCR standards for all instructional staff members to refer to throughout the year for an overview of what concepts should be taught during specific parts of the school year.<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Documents do not demonstrate a process for ensuring that curriculum maps and scope and sequence documents result in all grade-level standards are covered during the academic year. Curriculum maps documents were not complete for all content areas and grade levels.<br>• For all grades curriculum map binders included:<br>  ○ Publisher created alignment to standards for Language Arts Only<br>  ○ Teacher created scope and sequence for Math only<br>  ○ Teacher created curriculum maps – template includes space for teacher resources and notes, however these areas have not been completed on the curriculum map documents provided |
| **[C.8]**<br>**Staff Orientation July 29 – July 31, 2013 Agenda**<br><br>**Staff Orientation July 28-30 2014 Agenda** | **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.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• Expectations for developing and submitting weekly standards based lesson plans, and for the use of curriculum maps and scope and sequence documents in planning, are communicated to all staff members in staff meetings and orientation sessions held before the school year begins.<br><br>**The documents provided do not demonstrate evidence of the described processes because:** Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Staff meeting agenda from September identifies high expectations as a topic, but no clear connection to implementation of curriculum resources, or use of curriculum tools is identified. Staff orientation agendas identify training for curriculum resources, but does not identify expectation for use of tools. |
| **[C.9]**<br><br>**Lesson Plan**<br>**Informal and Formal** | **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.<br><br>**The documents provided demonstrate evidence of the following:** |

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| **Observations included post-lesson debrief** | • During the debrief, teachers identify specific actions that contributed to student performance and record these actions on the debrief form.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• The observer confirms that the standards listed on the plan are being addressed during the lesson<br>• At this time, teachers are provided with lesson plan templates, each of whose formatting includes all the necessary components, including an area for documenting weekly standards. They are also provided a folder containing grade appropriate curriculum maps and scope and sequence documents.<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>Generally documents demonstrate ad hoc efforts with no clear policies or implementation of expectations. Lesson plan reviews were provided that provide feedback to teachers that do not submit lesson plans timely, or do not include standards in lesson plans. Teachers were able to provide corrected lesson plans, however consistent repeated instances of late lesson plans, or lesson plans without standards included do not demonstrate that teachers consistently use these tools. |
| **[C.10]**<br>**Publisher created alignment documents** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Publisher created alignment and scope and sequence documents were provided for Reading and Math |
| **[C.11]**<br>**Reading and Math curriculum resources identifying differentiation for struggling students** | **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%/non-proficient students.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Reading and math curricula that are equipped with differentiation materials suited for instruction and intervention with non-proficient students were provided<br>• Individual Learning Plan documents identify specific goals/objectives and strategies for individual students. |
| **[C.12]**<br>**Reading and Math curriculum resources identifying differentiation for ELL students** | **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).<br><br>**The documents provided demonstrate evidence of the following:**<br>• Mainstream teachers design Individual Language Learner Plans (ILLPs) for ELL students to ensure ELD standards are addressed during instruction and that appropriate expectations for ELL students are made familiar and maintained when designing student activities and when grading.<br>• Reading and math curricula that are equipped with differentiation materials suited for instruction and |

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| | intervention with non-proficient students were provided<br>• ELD lesson plans identifying standards and instructional blocks for instruction for ELL students were provided.<br>• Individual Learning Plan documents identify specific goals/objectives and strategies for individual students. |
| **[C.13]** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students.<br><br>**Not Applicable – the majority of students are FRL.** |
| **[C.14]**<br><br>**Reading Express**<br>**Phonemic Awareness**<br>**The LiPS Program**<br>**Reading Express**<br>**SPED Schedule**<br>**Special Education Log**<br>**Great Leaps** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Our special education department utilizes the Great Leaps curriculum in order to help students achieve fluency goals,<br>• The special education department also utilizes the Reading Express curriculum in order to practice reading comprehension skills<br>• Special Education log identifies dates of service for students, activity/lesson provided, assessment of student progress and duration of service time.<br>• Individual Learning Plan documents identify specific goals/objectives and strategies for individual students.<br><br>**The documents provided do not demonstrate evidence of the following:**<br>• The SPED department also communicates frequently with teachers when planning in an effort to reinforce classroom instruction whenever possible.<br><br>**The documents provided do not demonstrate evidence of the described processes because:**<br>• An email was provided that indicates a request from a classroom teacher for suggestions for strategies to implement in the classroom. This does not demonstrate collaborative planning to meet the needs of SPED students. |

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on January 20, 2015. _____

I, Christine Curtis, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on January 20, 2015. C. Curtis