Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Blueprint Education, Inc.
School Name: Hope High School, Hope High School Online, Blueprint High School

Site Visit Date: December 5, 2014
Required for: Failing School
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome

[P.1]
1-Professional Development Calendar
2-PD Reflection Form
Supplemental- THRIVE Professional Development within Moodle
Supplemental-PD Planning Document
Supplemental-Request and Response to PD Needs (Emails)
	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 requested by leadership
	  ○ Teachers are required to attend 20 hours of professional development which are scheduled into the district calendar. PD days have been built in to ensure that the instructional needs of the staff are met. PD topics are based on walk-through and teacher evaluation analysis as well as educational research.
	  ○ Teachers attend pre scheduled PD in various formats including, but not limited to lecture, breakout and/or grouping
	  ○ Teachers complete PD Reflection Form to evaluate effectiveness in specific content areas, integration friendliness into lesson plan and instructional delivery, and overall workshop value
	  ○ Teachers enter PD information on their individual PD Logs
	
	• "THRIVE" records of professional development
	  ○ Teachers who participate in a specific contracted and/or outsourced professional development are required to share the information with their colleagues via THRIVE located in Moodle.
	  ○ Teacher attends PD
	  ○ Teacher completes PD Reflection Form
	  ○ Teacher completes THRIVE presentation
	  ○ Teacher uploads presentation in THRIVE for other teachers to view

[P.2] **1-Lesson Plan Reviews-Argument Lesson 5, period 4** **1-Lesson Plan Reviews-BHS** **2-Teacher Evaluation** **3-District Walk Through_Observations** **3-District Walk**	**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:** • District Professional development plan was based on identified professional development needs from walkthroughs and observations as well as direct requests from school leaders, as a results a scope of work from MCESA was requested to provide professional development to address those needs.

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Through_Observations-BHS **Professional Development SOP** **Supplemental- Response to PD Need- AIMS Math Prep Course (Email)** **Supplemental-MCESA PD Options** **Supplemental-MCESA Scope of Work** **Supplemental-Request and Response to PD Needs (Emails)** **Supplemental-Student Calendar 2014-2015-HHS**	
[P.3] **Professional Development SOP** **Supplemental - MCESA PD Options** **Supplemental - MCESA Scope of Work** **Supplemental- Request and Response to PD Needs (Emails)** **Supplemental- Response to PD Need- AIMS Math Prep Course (Email)** **Supplemental-PD Planning Document** **Supplemental-Teacher Evaluation-P Lamb**	**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:** • District Professional development plan was based on identified professional development needs from walkthroughs and observations. • The Walk-Through Analytics summary presented at the monthly leadership meetings is designed to help develop, assign, or seek out appropriate professional development for areas of concern regarding best instructional practices or identifying content gaps.
[P.4] **Supplemental - MCESA PD Options** **Supplemental - MCESA Scope of Work** **Supplemental- Request and Response to PD Needs (Emails)** **Supplemental- Response to PD Need- AIMS Math Prep Course (Email)** **Supplemental-Professional Development SOP (2)**	**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 is provided that includes topics and subjects that are identified as being highly important • The Walk-Through Analytics summary presented at the monthly leadership meetings and analysis of student data is designed to help develop, assign, or seek out appropriate professional development for areas of concern regarding best instructional practices or identifying content gaps.

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[P.5]
1-PD Reflection Form
2-PD Re-Teach Agenda
2-PD Re-Teach Agenda Supplemental- THRIVE Professional Development within Moodle
Supplemental-Implemented PD in lesson plans (1)
Supplemental-PD Log
Walk-Through Analytics from PD
	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 demonstrate evidence of the following:
	• Lesson plans allow teachers to identify specific strategies used as part of instruction
	• In professional development reflections form teachers are required to respond to questions regarding implementation and the support and resources that they will need. Including:
	  ○ Ways I can use these ideas and processes to impact student learning
	  ○ Whom do I need to involve to successfully create a plan and implement the practices presented in this session?
	  ○ What data will I need to gather and analyze to determine priorities for my practices in regard to what I learned in this session? *
	  ○ What professional development do I and other staff members in my school need to build the capacity to successfully implement the practices learned about in this session? *
	  ○ What resources (human, fiscal, etc.) are required?
	• THRIVE is a resource used by teachers to provide additional support to implement professional development through the use of online resources available to them.

[P.6]
1-Annual Budget
Supplemental- THRIVE Professional Development within Moodle
Supplemental-Student Calendar 2014-2015-HHS
	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:
	• A process to provide resources necessary for high quality implementation of strategies learned in all professional development sessions
	• THRIVE is a resource used by teachers to provide additional support to implement professional development through the use of online resources available to them. THRIVE provides teachers with time allocated to receive support and technology to provide teachers with the resources.
	• In professional development reflections form teachers are required to respond to questions regarding implementation and the support and resources that they will need. Including:
	  ○ Ways I can use these ideas and processes to impact student learning
	  ○ Whom do I need to involve to successfully create a plan and implement the practices presented in this session?
	  ○ What data will I need to gather and analyze to determine priorities for my practices in regard to what I learned in this session? *

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	○ What professional development do I and other staff members in my school need to build the capacity to successfully implement the practices learned about in this session? * ○ What resources (human, fiscal, etc.) are required?
[P.7] **1-Teacher Evaluation** **3-Teacher Walk Through** **Supplemental- THRIVE Professional Development within Moodle** **Walk-Through Analytics from PD**	**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 demonstrate evidence of the following:** • Teacher Evaluation as indicated in Domain 1 and Domain 4 of the evaluation form indicates monitoring of effective implementation of professional development strategies. • Teachers are required to identify individual strategies that they incorporate into lesson plans, which are monitoring in the walk-through and observation forms.
[P.8] **1-PD Reflection Form** **2-PD Re-Teach** **3-Teacher Observation and Evaluation** **Professional Development SOP** **Supplemental- THRIVE Professional Development within Moodle** **Supplemental-Implemented PD in lesson plans (1)** **Walk-Through Analytics from PD**	**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 demonstrate evidence of the following:** • Teachers are required to identify individual strategies that they incorporate into lesson plans, which are monitoring in the walk-through and observation forms. • The process to monitor and follow-up with instructional staff to support and develop implementation of strategies learned in professional development sessions is incorporated into THRIVE which provides teachers with implementation support as needed.
[P.9] **1-Lesson Plan Reviews-Argument Lesson 5, period 4** **1-Lesson Plan Reviews-BHS** **2-Teacher Evaluation** **3-District Walk Through_Observations** **3-District Walk Through_Observations-BHS** **Professional Development SOP** **Supplemental- Response to PD Need- AIMS Math Prep Course (Email)** **Supplemental-Academic**	**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:** • A process for instructional staff to receive development appropriate to meet the ongoing needs of students with proficiency in the bottom 25% • Teacher's Institute presentation in THRIVE targets specific strategies for students who are underperforming. • 20 days of district professional development provided to ensure teachers participate in training.

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Intervention Plan-SOP Supplemental-Academic Intervention Plan-SOP-Non Academic Monitoring System Supplemental-Academic Intervention Plan-SOP-Tiered Instructional System Supplemental-MCESA PD Options Supplemental-MCESA Scope of Work Supplemental-Request and Response to PD Needs (Emails) Supplemental-Student Calendar 2014-2015-HHS	
[P.10] 1-ELL Training Certificate-AZELLA Spring Trng 2014-15.certificate Supplemental- THRIVE Professional Development within Moodle	**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:** • A process to ensure instructional staff receives the type of development required to meet the needs of English Language Learners • Teacher's Institute presentation in THRIVE targets specific strategies for students who are underperforming. • 20 days of district professional development provided to ensure teachers participate in training. • ELL coordinator has created professional development modules focusing on strategies for ELLs available in THRIVE
[P.11] AIP SOP Overview AIP SOP-Non Academic Monitoring System AIP SOP-Tiered Instructional System Professional Development SOP Supplemental- Response to PD Need- AIMS Math Prep Course (Email) Supplemental-Academic	**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 Free and Reduced Lunch (FRL) students **The documents provided demonstrate evidence of the following:** • A process to ensure instructional staff receives the type of development required to meet the needs of FRL students • Teacher's Institute presentation in THRIVE targets specific strategies for students who are underperforming. • 20 days of district professional development provided to ensure teachers participate in training.

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Intervention Plan-SOP Supplemental-Academic Intervention Plan-SOP-Non Academic Monitoring System Supplemental-Academic Intervention Plan-SOP-Tiered Instructional System Supplemental-MCESA PD Options Supplemental-MCESA Scope of Work Supplemental-Request and Response to PD Needs (Emails) Supplemental-Student Calendar 2014-2015-HHS	
[P.12] 1-ESS Services Invoice Supplemental- ESS Training-Prof Dvlp Log Supplemental- THRIVE Professional Development within Moodle Supplemental-ESS Training-Teacher's Institute- Re-teach	**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:** • A process to ensure instructional staff receives the type of development required to meet the needs of students with disabilities • Teacher's Institute presentation in THRIVE targets specific strategies for students who are underperforming. • 20 days of district professional development provided to ensure teachers participate in training. • ESS tracker provides communication between ESS teacher and general education teacher to identify needs of students

I, Steve Sarmento, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 5, 2014.

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I, Mark French, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 5, 2014.

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