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: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **1-Lesson Plan Review Process** **1-Lesson Plan Review Process** **1-Sample Lesson Plans (ELA)** **1-Sample Lesson Plans (Math)** **1-Sample Weekly Lesson Plan-ELA9-BHS** **2-Walk-Through Form-BHS** **3-Virtual Walk-Through Form** **4-Walk Through Schedule-HHSO** **4-Walk-Through Schedule-HHS** **4-Walkthrough, observation schedule** **5-Observation and Evaluation Process**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for monitoring the integration of standards into classroom instruction and how the Charter Holder monitors whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity. **The documents provided demonstrate evidence of the following:** • A process to monitor the integration of standards into instruction – electronic lesson plan submission form requires teachers to identify standards; Critical Elements Checklist is used by administrator to identify elements missing from lesson plan, including standards alignment. • A process for monitoring the implementation of ACCRS-aligned curriculum with fidelity – electronic lesson plan form requires teachers to identify and attach any supplemental and enrichment materials used in the lesson, Critical Elements Checklist is used by administrator to identify elements missing from lesson plan, including Curriculum alignment
[M.2] **1-Walk Through Form Analytics** **2-Observation Form-BHS** **2-Observation Form-HHSO** **3-Teacher Evaluation-Observation Form**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year. **The documents provided demonstrate evidence of the following:** • 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. • A process to monitor the effectiveness of standards-based instruction throughout the re-teach protocol (see Curriculum area). • Students are given an Academic Intervention Plan (AIP) • Students are assessed within the Foundations and other interventions courses and must complete all lessons and score 80% or higher on quizzes before moving on in the course. • Students continue to be progress monitored through Galileo summative assessments, which can result in reassignment of Tier within AIP.

Charter Holder Initials MP

[M.3]
1-Walk Through Form Analytics
2-Observation Form-BHS
2-Observation Form-HHSO
2-Observation Form-HHS
3-Teacher Evaluation-Observation Form
Supplemental -Lesson Plan Review
Supplemental- Sample Lesson Plans (ELA)
Supplemental-Sample Lesson Plans (Math) (1)
	Charter holder indicated the intended purpose of the document was to demonstrate: the Charter Holder's process for evaluating instructional practices and how this process evaluates the quality of instruction.
	
	The documents provided demonstrate evidence of the following:
	• The three tiered (Walk-Through, Observation, Evaluation) instructional evaluation system ensures that teachers are routinely and systemically assessed at frequent intervals. Principals will monitor instruction daily, weekly, quarterly, and annually to gauge and review teaching effectiveness.
	• The process for evaluating instructional practices throughout the year using a three tier process, walk-through process, observation process, and summative evaluation process.
	  ○ Walk-through process occurs twice a week, form includes school improvement indicators, instructional best practices, and includes an analytics component that summarizes results of walk-throughs
	  ○ Observation process on a quarterly basis
	  ○ Summative evaluation process twice a year, incorporates walkthroughs and observations,
	• How the process evaluates the quality of instruction

[M.4]
1-Walk Through Form Analytics
2-Observation Form-BHS
2-Observation Form-HHSO
2-Observation Form-HHS
3-Teacher Evaluation
	Charter holder indicated the intended purpose of the document was to demonstrate: how this process identifies individual strengths, weaknesses, and needs.
	
	The documents provided demonstrate evidence of the following:
	• A process to identify strengths, weaknesses, and needs in walk-through analytics,
	  ○ Walk-through process occurs twice a week, form includes school improvement indicators, instructional best practices, and includes an analytics component that summarizes results of walk-throughs
	  ○ Observation process on a quarterly basis
	  ○ Summative evaluation process twice a year, incorporates 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.
	• The principals are required to write and submit an analytic summary report quarterly to the District Leadership Team. The Team will identify district trends or the need of additional instructional tools, technology, or materials.

Charter Holder Initials MF

[M.5]
1-Walk Through Form Analytics
Supplemental-Lesson Plan Review Process
Supplemental-Observation and Evaluation Process
	Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder provides feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.
	
	The documents provided demonstrate evidence of the following:
	• The process for providing feedback on strengths, weaknesses, and learning needs is provided through the identified documents, which are provided to teachers:
	  ○ Walk-through process occurs twice a week, form includes school improvement indicators, instructional best practices, and includes an analytics component that summarizes results of walk-throughs
	  ○ Observation process on a quarterly basis
	  ○ Summative evaluation process twice a year, incorporates walkthroughs and observations,

[M.6]
1-Walk Through Form Analytics
2-Professional Development Agenda-Back to School-HHS
2-Professional Development Agenda-Change Implementation-BHS
Supplemental -Lesson Plan Review
supplemental- Prof Dvlp Log
	Charter holder indicated the intended purpose of the document was to demonstrate: how the Charter Holder analyzes this information, what the data about quality of instruction tells the Charter Holder and what the Charter Holder has done in response.
	
	The documents provided demonstrate evidence of the following:
	• The process for analyzing the information on the quality of instructional practices
	• A description of what the data about the quality of instruction tells the Charter Holder
	  ○ 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.
	  ○ The response analytics from the Lesson Plan Tracking Form and the Critical Elements Form will be reviewed monthly by the principal. The principals are required to write and submit an analytic summary report quarterly to the District Leadership Team. The Team will decide if any professional development is necessary based on the reports.
	• A description of actions the Charter Holder has taken in response to the analysis includes the creation of SOP documents, content specific professional development identified on agendas and logs,

Charter Holder Initials mP

[M.7] **1-AIP SOP Overview** **1-AIP SOP-Non Academic Monitoring System** **1-AIP SOP-Tiered Instructional System** **Supplemental- AIP Data Tracker with analytics (pre-filled)** ***1-Lesson Plan Review Process Observation Form-BHS*** ***2-Observation Form-HHSO*** ***3-Teacher Evaluation-Observation Form***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%/non-proficient students. **The documents provided demonstrate evidence of the following:** • A process for monitoring instruction to ensure that it meets the needs of students with proficiency in the bottom 25%/non-proficient students through the use of AIP data tracker on a two week interval. • Principal reviews the submitted lesson plan and checks for "critical elements" ○ Identification and accommodations for subgroup students. • Walkthrough and evaluation both evaluation of implementation of differentiation within instruction • Lesson plan review process indicates that teachers record where modifications are made within a lesson to differentiate instruction to meet the needs of students. • Domain 3 of the evaluation form monitors teacher differentiation of instruction
[M.8] **1-ILLP** **Supplemental- AIP Data Tracker with analytics (pre-filled)** ***1-Lesson Plan Review Process Observation Form-BHS*** ***2-Observation Form-HHSO*** ***3-Teacher Evaluation-Observation Form***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • A process for monitoring instruction to ensure that it meets the needs of ELL • Principal reviews the submitted lesson plan and checks for "critical elements" ○ Identification and accommodations for subgroup students. • Walkthrough and evaluation both evaluation of implementation of differentiation within instruction • Lesson plan review process indicates that teachers record where modifications are made within a lesson to differentiate instruction to meet the needs of students. • Domain 3 of the evaluation form monitors teacher differentiation of instruction • The monitoring of instruction is done monitored by the principal on a bi-weekly basis. The AIP Analytics review is done by the principal/designee and reported to the District Leadership Team and or Administrative Office on a monthly basis.

Charter Holder Initials MP

[M.9] **1-AIP SOP Overview** **1-AIP SOP-Non Academic Monitoring System** **1-AIP SOP-Tiered Instructional System** **Supplemental- AIP Data Tracker with analytics (pre-filled)** ***1-Lesson Plan Review Process Observation Form-BHS*** ***2-Observation Form-HHSO*** ***3-Teacher Evaluation-Observation Form***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students. **The documents provided demonstrate evidence of the following:** • A process for monitoring instruction to ensure that it meets the needs of FRL students • Principal reviews the submitted lesson plan and checks for "critical elements" ○ Identification and accommodations for subgroup students. • Walkthrough and evaluation both evaluation of implementation of differentiation within instruction • Lesson plan review process indicates that teachers record where modifications are made within a lesson to differentiate instruction to meet the needs of students. • Domain 3 of the evaluation form monitors teacher differentiation of instruction • The monitoring of instruction is done by the principal on a bi-weekly basis. The AIP Analytics review is done by the principal/designee and reported to the District Leadership Team and or Administrative Office on a monthly basis.
[M.10] **1-IEP** **Supplemental-ESS Tracker** ***1-Lesson Plan Review Process Observation Form-BHS*** ***2-Observation Form-HHSO*** ***3-Teacher Evaluation-Observation Form***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • A process for monitoring instruction to ensure that it meets the needs of students with disabilities • Principal reviews the submitted lesson plan and checks for "critical elements" ○ Identification and accommodations for subgroup students. • Walkthrough and evaluation both evaluation of implementation of differentiation within instruction • Lesson plan review process indicates that teachers record where modifications are made within a lesson to differentiate instruction to meet the needs of students. • Domain 3 of the evaluation form monitors teacher differentiation of instruction • The monitoring of instruction is done by the principal on a bi-weekly basis. The AIP Analytics review is done by the principal/designee and reported to the District Leadership Team and or Administrative Office on a monthly basis. • ESS Trackers identifies the accommodations and student success in the classroom to monitor effectiveness of instruction.

Charter Holder Initials _____

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

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.

Charter Holder Initials MF