

APPENDIX A
RENEWAL APPLICATION

Renewal Application—Bradley Academy of Excellence, Inc.

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Note: Please be patient. This may take up to a few minutes to complete depending on the number of files included with this application.

Detailed Business Plan

Charter Holder's Organizational Membership:

The Charter Holder is waived from the requirements of the Charter Holder's Organizational Membership requirement in the Detailed Business Plan Section.

Charter Holder's Financial Sustainability

 [Download File](#) – This document is in response to the ASBCS's request for a financial performance response related to Bradley Academy of Excellence's application for renewal of its charter contract.

Renewal Assurances

Renewal Assurance and Understanding

The Arizona State Board for Charter Schools is authorized, pursuant to Arizona Revised Statutes, Title 15, Chapter 1, Article 8, to execute a Charter Contract ("Charter") for the purpose of authorizing the renewal of established charter schools to provide a learning environment to improve pupil achievement and to provide additional academic choices for parents and pupils and to serve as alternatives to traditional public schools.

The Charter Holder shall operate its charter school(s) consistent with the terms of the Charter and all applicable laws; shall achieve pupil outcomes according to the educational standards established by law and the Charter; and shall be governed and managed in a financially prudent manner.

By signing below, the Charter Holder understands that:

- A Renewal Charter is for the purpose of continuing the operation of the charter school(s) approved for renewal by the Arizona State Board for Charter Schools.
- The program of instruction will continue to be implemented as described in the Charter.
- The Charter Holder is required to submit all amendment requests pursuant to the procedures or rules formulated by the Arizona State Board for Charter Schools.
- The Charter Holder shall not take action on or implement any modification to its Charter until approved by the Arizona State Board for Charter Schools.
- The Charter Holder acknowledges that its officers, directors, members, or partners are aware of their responsibilities in the operation of a charter school as described in Arizona statute and that the Charter Holder is subject to and will ensure compliance with all relevant federal, state and local laws and requirements.
- The Charter Holder acknowledges that if a Renewal Charter is granted, the Charter Holder must execute the Charter with the Arizona State Board for Charter Schools within twelve months of the date of approval of the Charter by the Arizona State Board for Charter Schools. A Charter that is not timely signed expires.

I certify all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation of the Charter. I understand that incomplete applications will not be considered.

I acknowledge that taking action or implementing changes prior to approval by the Arizona State Board for Charter Schools is a breach of the Charter and the Arizona State Board for Charter Schools may revoke or not renew the Charter.

Charter Representative Signature

Daniel Hughes 03/16/2017

APPENDIX B
RENEWAL SUMMARY REVIEW

Five-Year Interval Report

[Back to reports list](#)

ARIZONA STATE BOARD FOR CHARTER SCHOOLS

Renewal Summary Review

Interval Report Details

[Hide Section](#)

Report Date: 05/10/2017 Report Type: Renewal

Charter Contract Information

[Hide Section](#)

Charter Corporate Name: Bradley Academy of Excellence, Inc.
 Charter CTDS: 07-87-46-000 Charter Entity ID: 81097
 Charter Status: Open Contract Effective Date: 06/17/2003
 Number of Schools: 1 Contractual Days:
 Charter Grade Configuration: K-8 • Bradley Academy of Excellence: 180
 FY Charter Opened: 2004 Contract Expiration Date: 06/16/2018
 Charter Granted: 05/19/2003 Charter Signed: 06/18/2003
 Corp. Type Non Profit Charter Enrollment Cap 530

Charter Contact Information

[Hide Section](#)

Mailing Address: 16060 W. Lower Buckeye Parkway Website: <http://www.mybradley.org>
 Goodyear, AZ 85338
 Phone: 800-993-1458 Fax: 800-993-1458
 Mission Statement: Bradley Academy of Excellence is dedicated to providing an extensive, enriching, competency-based, relevant educational program that allows each student to experience academic success, appreciate diversity, and develop their personal and social skills. Our highest priority is to recognize the uniqueness and potential within each child and to plan a program of instruction that accelerates their learning and personal growth.
 Charter Representatives: Name: Email: FCC Expiration Date:
 1.) Daniel Hughes dhughes@andwedo.org —

Academic Performance - Bradley Academy of Excellence

[Hide Section](#)

School Name: Bradley Academy of Excellence School CTDS: 07-87-46-101
 School Entity ID: 81098 Charter Entity ID: 81097
 School Status: Open School Open Date: 07/01/2003
 Physical Address: 16060 Lower Buckeye Parkway Website: <http://www.mybradley.org/home.html>
 Goodyear, AZ 85338
 Phone: (800) 993-1458 Fax: 800-993-1458
 Grade Levels Served: K-8 FY 2014 100th Day ADM: 384,766

Academic Performance Per Fiscal Year

[Hide Section](#)

Bradley Academy of Excellence

	2012 Traditional Elementary School (K-8)	2013 Traditional Elementary School (K to 8)	2014 Traditional Elementary School (K to 8)
	Points	Points	Points

1. Growth		Measure	Assigned	Weight	Measure	Assigned	Weight	Measure	Assigned	Weight	
1a. SGP	Math	44	50	12.5	45	50	12.5	36	50	12.5	
	Reading	52	75	12.5	46	50	12.5	39	50	12.5	
1b. SGP Bottom 25%	Math	44	50	12.5	47.5	50	12.5	33.5	25	12.5	
	Reading	51	75	12.5	47	50	12.5	40	50	12.5	
2. Proficiency		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
2a. Percent Passing	Math	50 / 64.1	50	7.5	52 / 64.3	50	7.5	39.3 / 63	25	11.25	
	Reading	73 / 77.6	50	7.5	74.2 / 78.8	50	7.5	73.6 / 78.6	50	11.25	
2b. Composite School Comparison	Math	-19.5	25	7.5	-11.8	50	7.5	-38.3	25	11.25	
	Reading	-9.2	50	7.5	-5.2	50	7.5	-16.4	25	11.25	
2c. Subgroup ELL	Math	27 / 38.1	50	3.75	25 / 38.6	50	2.5	NR	0	0	
	Reading	73 / 51.6	75	3.75	83.3 / 49.8	75	2.5	NR	0	0	
2c. Subgroup FRL	Math	NR	0	0	48.4 / 55.2	50	2.5	NR	0	0	
	Reading	NR	0	0	71.3 / 71.6	50	2.5	NR	0	0	
2c. Subgroup SPED	Math	4 / 22.3	50	3.75	4.8 / 21.7	50	2.5	NR	0	0	
	Reading	21 / 37.4	50	3.75	28.6 / 35.3	50	2.5	NR	0	0	
3. State Accountability		Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	Measure	Points Assigned	Weight	
3a. State Accountability		C	50	5	C	50	5	D	25	5	
Overall Rating		Overall Rating			Overall Rating			Overall Rating			
Scoring for Overall Rating 89 or higher: Exceeds Standard <89, but > or = to 63: Meets Standard <63, but > or = to 39: Does Not Meet Standard Less than 39: Falls Far Below Standard		55.31			100	50.62			100	37.19	

Financial Performance

[Hide Section](#)

Charter Corporate Name: Bradley Academy of Excellence, Inc.
 Charter CTDS: 07-87-46-000 Charter Entity ID: 81097
 Charter Status: Open Contract Effective Date: 06/17/2003

Financial Performance

[Hide Section](#)

Bradley Academy of Excellence, Inc.

Fiscal Year 2015

Fiscal Year 2016

Near-Term Measures

Going Concern	No	Meets	Yes	Falls Far Below
Unrestricted Days Liquidity <small><30, but ≥15: Does Not Meet <15: Falls Far Below</small>	39.55	Meets	13.77	Falls Far Below
Default	No	Meets	No	Meets

Sustainability Measures*

Net Income ≤0: Does Not Meet	(\$1,011,727)	Does Not Meet	(\$1,946,771)	Does Not Meet		
Fixed Charge Coverage Ratio <1.10: Does Not Meet	0.17	Does Not Meet	(0.62)	Does Not Meet		
Cash Flow (3-Year Cumulative) Negative: Does Not Meet**	\$363,356	Does Not Meet	\$157,723	Meets		
Cash Flow Detail by FY	FY 2015	FY 2014	FY 2013	FY 2016	FY 2015	FY 2014
	\$401,450	(\$23,319)	(\$14,775)	(\$220,408)	\$401,450	(\$23,319)

Does Not Meet Board's Financial Performance Expectations

* Negative numbers indicated by parentheses.
** Target effective beginning with FY16 audits.

Operational Performance

[Hide Section](#)

Charter Corporate Name:	Bradley Academy of Excellence, Inc.		
Charter CTDS:	07-87-46-000	Charter Entity ID:	81097
Charter Status:	Open	Contract Effective Date:	06/17/2003

Operational Performance

[Hide Section](#)

Click on any of the measures below to see more information.

Measure	2015	2016	2017
1.a. Does the delivery of the education program and operation reflect the essential terms of the educational program as described in the charter contract?	Meets	Meets	--
Educational Program - Essential Terms	No issue identified	No issue identified	--
1.b. Does the charter holder adhere with applicable education requirements defined in state and federal law?	Does Not Meet	Does Not Meet	--
Services to Student with Disabilities	No issue identified	No issue identified	--
Instructional Days/Hours	No issue identified	No issue identified	--
Data for Achievement Profile	No issue identified	No issue identified	--
Mandated Programming (State/Federal Grants)	ADE Monitoring CAP - English Learners	ADE Monitoring CAP - Federal Title Funds	--
2.a. Do the charter holder's annual audit reporting packages reflect sound operations?	Meets	Does Not Meet	--
Timely Submission	Yes	No	No
Audit Opinion	Unqualified	Unqualified	Unqualified
Completed 1st Time CAPs	No issue identified	No issue identified	CAP Not Yet Completed
Second-Time/Repeat CAP	No issue identified	No issue identified	--
Serious Impact Findings	No issue identified	No issue identified	--
Minimal Impact Findings (3+ Years)	No issue identified	No issue identified	--
2.b. Is the charter holder administering student admission and attendance appropriately?	Meets	Meets	--
Estimated Count/Attendance Reporting	No issue identified	No issue identified	--
Tuition and Fees	No issue identified	No issue identified	--

Public School Tax Credits	No issue identified	No issue identified	--
Attendance Records	No issue identified	No issue identified	--
Enrollment Processes	No issue identified	No issue identified	--
2.c. Is the charter holder maintaining a safe environment consistent with state and local requirements?	Does Not Meet	Meets	--
Facility/Insurance Documentation	No issue identified	No issue identified	--
Fingerprinting	Audit CAP	No issue identified	--
2.d. Is the charter holder transparent in its operations?	Meets	Meets	--
Academic Performance Notifications	No issue identified	No issue identified	--
Teacher Resumes	No issue identified	No issue identified	--
Open Meeting Law	No issue identified	No issue identified	--
Board Alignment	No issue identified	No issue identified	--
2.e. Is the charter holder complying with its obligations to the Board?	Does Not Meet	Does Not Meet	--
Timely Submissions	Audit CAP	Financial Performance Response	--
Limited Substantiated Complaints	No issue identified	No issue identified	--
Favorable Board Actions	No issue identified	10% Withholding	10% Withholding
2.f. Is the charter holder complying with reporting requirements of other entities to which the charter holder is accountable?	Meets	Does Not Meet	--
Arizona Corporation Commission	No issue identified	No issue identified	--
Arizona Department of Economic Security	No issue identified	No issue identified	--
Arizona Department of Education	No issue identified	Annual Financial Report (AFR)	--
Arizona Department of Revenue	No issue identified	No issue identified	--
Arizona State Retirement System	No issue identified	No issue identified	--
Equal Employment Opportunity Commission	No issue identified	No issue identified	--
Industrial Commission of Arizona	No issue identified	No issue identified	--
Internal Revenue Service	No issue identified	No issue identified	Audit Finding - Info Forwarded to IRS
U.S. Department of Education	No issue identified	No issue identified	--
3. Is the charter holder complying with all other obligations?	Meets	Meets	--
Judgments/Court Orders	No issue identified	No issue identified	--
Other Obligations	No issue identified	No issue identified	--
OVERALL RATING	Meets Operational Standard	Meets Operational Standard	--
BOARD EXPECTATIONS	--	--	--

Last Updated: 2017-03-08 13:44:55

APPENDIX C

SUPPLEMENTED FINANCIAL RESPONSE

APPENDIX D

FINANCIAL RESPONSE EVALUATION

APPENDIX E

ACADEMIC SYSTEMS REVIEW REPORT

Academic Systems Review Report

CHARTER INFORMATION

Charter Holder Name	Bradley Academy of Excellence, Inc. School	Bradley Academy of Excellence
Charter Holder Entity ID	81097	Site Visit Date
		April 27, 2017
Academic Systems Review due to: Charter Renewal		

Area	Issue	Follow-Up
School Calendar <i>The number of instructional days on the school calendar aligns with the number of instructional days in the contract and on file with the Arizona Department of Education.</i>	No Issue	N/A
Instructional Hours <i>Pursuant to A.R.S. §15-901, minimum required instructional hours are met for all grade levels.</i>	No Issue	N/A
Instructional Staff Education and Experience <i>Pursuant to A.R.S. §15-183(F), information about the teaching background and experience for all instructional staff members is available to parents. Availability of this information is communicated to parents.</i>	No Issue	N/A
Open Meeting Law <i>Notifications, minutes, and agendas from the last 12 months are reviewed for compliance with OML requirements. Compliance with requirement of online posting is checked.</i>	No Issue	N/A
Board Alignment <i>Board membership is reviewed for alignment between ASBCS and ACC</i>	The Governing Board members on file in the contract were not consistent with the Governing Board members listed on the minutes of the meetings.	The Charter Holder failed to submit required documentation by the May 23, 2017 deadline. This area is still out of compliance.

Enrollment and Attendance Policies <i>Reviewed for compliance with A.R.S. §15-184.</i>	No Issue	N/A
Mission Statement <i>Mission statement on school materials aligns with mission on file with ASBCS.</i>	No Issue	N/A
Other	No Issue	N/A

Program of Instruction

Prior to the Academic Systems Review visit, Board staff reviewed the Charter Holder’s contract, as amended, to identify the program of instruction the Charter Holder is contracted to deliver. Additionally, prior to conducting classroom observations, Board staff discussed the program of instruction with school leadership to further understand the methods of instruction utilized at the school.

The Charter Holder’s program of instruction states that instruction will include competency driven learning experiences that are inquiry based, problem centered, integrative, and supported with technology.

During classroom observations, Board staff was able to see the program of instruction in action at the school. Staff observed students engaged in direct instruction with the Core Knowledge Language Arts series in Kindergarten and First Grade. Third grade students were taking notes on a worksheet as the teacher presented science material using a document camera. Fourth grade students were completing problem sets in math workbooks as the teacher circulated throughout the classroom to provide support. Fifth grade students explored text features in newspapers through a whole group, direct instruction lesson. Sixth and eighth grade students worked in Expeditionary Learning workbooks as the teacher provided support.

Academic Systems

Does the school have an explicit, written curriculum for core content areas that is aligned with the state academic standards and that drills down to the skill level?

- i. **The school is able to provide evidence of curriculum alignment with state academic standards for core content areas and grade levels**
- ii. **The school’s curriculum provides explicit content and skills to be taught for each grade level and/or content area**
- iii. **The school’s curriculum provides an explicit, organized sequence of content and skills within an academic year**

Evaluation of Documents

List of Document Names reviewed during site visit:

<p>i. EL Curriculum Maps break the curriculum down into modules. Each module provides standards, skills, and texts to be read throughout the year. Maps also provide a checklist of standards that are formally assessed, and which module includes the identified assessment.</p> <p>Teacher Guides present standard alignment to specific lessons and include skills to be taught for each lesson.</p> <p>Eureka math guides provide topics and objectives and the related standards for each. They also include the pacing for teach topic.</p>	<p>Expeditionary Learning ELA Curriculum Maps CKLA Teacher Guides Eureka Math Teacher Guides</p>
<p>ii. EL Curriculum Maps break the curriculum down into modules. Each module provides standards, skills, and texts to be read throughout the year. Maps also provide a checklist of standards that are formally assessed, and which module includes the identified assessment.</p> <p>Teacher Guides present standard alignment to specific lessons and include skills to be taught for each lesson.</p> <p>Eureka math guides provide topics and objectives and the related standards for each. They also include the pacing for teach topic.</p>	<p>Expeditionary Learning ELA Curriculum Maps CKLA Teacher Guides Eureka Math Teacher Guides</p>
<p>iii. The Story of Units provides a curriculum overview of the units and content covered in each throughout the year.</p> <p>Curriculum Calendars for grades K-5 provide the domains and modules that will be taught throughout the year. On the calendars, the ELA domains from the Core Knowledge Language Arts program are mapped out for the entire year.</p> <p>Teacher Lesson Plans are written weekly and include daily lessons. The plans provide student objectives, standards, differentiation for ELL, and Exit Ticket plans for each lesson.</p>	<p>Engage NY A Story of Units Grade Level Curriculum Calendars Lesson Plans</p>
<p>Is there a systematic process in place for annually monitoring, evaluating, and reviewing the curriculum?</p>	
<p>i. The school has described a future process that identifies specific timeframes for monitoring, evaluating, and reviewing curriculum</p> <p>ii. The school has a process that identifies key personnel responsible for monitoring, evaluating, and reviewing curriculum</p> <p>iii. The school has a process that generates a plan of action based on findings</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. Anecdotal: The process will be to collect student data. As part of the Title 1 improvement process, teacher surveys are conducted that rate strengths and weaknesses in the curriculum. Some of these “tidbits” are picked up in the monitoring instruction process. This can be used to identify gaps or issues and determine if this is a PD, content, or resource issue. A committee will look at data to see if there is expected growth.</p>	<p>No documentation provided</p>
<p>ii. Task Force agendas demonstrate that the staff task force worked on CKLA and EL Domain Mapping, Skill Mapping, Science Mapping, and Learning Labs.</p>	<p>Task Force Agendas</p>

<p>iii. The PowerPoint demonstrates that options for curriculum adoption were explored. This included considering the research related to the options. The school indicated both the advantages and disadvantages of two options, and determined a proposed plan of action from those lists.</p> <p>Curriculum map progress shows that teachers reviewed their pacing and determined where they should be, where they were, and how they were going to get back on pace. They generated a plan of action for how to achieve this task.</p>	<p>2016-2017 Curriculum Proposal PowerPoint Curriculum Map Progress Information</p>
<p>How is integration of the state academic standards into the teachers' instructional practices assessed?</p>	
<p>i. Classroom observations are conducted to confirm standards aligned curriculum are integrated into instruction, but specific intervals are not included in documentation</p> <p>ii. The school was unable to provide evidence that it consistently uses a tool to assess the integration of standards into instruction</p> <p>iii. The school uses a tool to assess whether instruction occurs according to the school's instructional planning document (scope and sequence, pacing guide, etc.), but was unable to provide evidence of its consistent use</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. Teacher Observation Notes demonstrate that classroom observations are conducted.</p> <p>Danielson Component 1c includes checking for appropriate use of standards, curricular frameworks or blueprints.</p> <p>Anecdotal: Formal observations are conducted in the 2nd semester. The 1st semester was based in the new curriculum. 1st semester observations were informal and informed the teacher adjustments to the pacing guides.</p>	<p>Teacher Observation Notes Danielson Framework component 1c</p>
<p>ii. Anecdotal: Teacher made lesson plans are tied to the curriculum that has embedded standards. Implementation of new curriculum and lesson plans has been the focus. Lesson plans are checked for alignment to pacing guides and curriculum maps.</p>	<p>No documentation provided</p>
<p>iii. Danielson component 3c (evaluated in the Observation Notes) includes a component to check that appropriate instructional materials and resources are used and that pacing is appropriate.</p> <p>Anecdotal: Teacher made lesson plans are tied to the curriculum that has embedded standards. Implementation of new curriculum and lesson plans has been the focus. Lesson plans are checked for alignment to pacing guides and curriculum maps.</p>	<p>Danielson Framework component 3c Observation Notes Danielson Framework component 1c</p>
<p>What comprises the school's teacher evaluation system? (Type, Frequency, Formative, & Summative)</p>	
<p>i. The school has a process that clearly identifies who is responsible for implementing the various components of the teacher evaluation system and when these processes occur</p> <p>ii. The school is able to provide evidence of observations with feedback provided to teachers after each observation</p> <p>iii. The school is able to describe a process that includes a final, summative component of evaluations of teacher performance</p>	

Evaluation of Documents	List of Document Names reviewed during site visit:
<p>i. Letter indicates that the Associate Program Director of Instruction oversees the observations and has brought in outside observers to assist in observations.</p> <p>Guided Questions document is based on the Danielson Framework and asks teachers to respond to the included components from domains 1-4.</p>	<p>Classroom Observation Letter dated February 16, 2017</p> <p>Teacher Pre-Conference Observation Guided Questions</p>
<p>ii. Completed teacher observation notes demonstrate that teachers are observed on domains 2 and 3 of the Danielson framework. The observer records observations as feedback to teachers.</p>	<p>Teacher Observation Notes</p>
<p>iii. Anecdotal: The Final Evaluation will be based on the four domains of the Danielson Framework. This is a new evaluation system and the final, summative component hasn't been conducted yet. It will include all four domains and heavily rely on summative data.</p>	<p>Danielson Binder</p>
<p>Is there a comprehensive assessment plan that utilizes data in a variety of ways to measure student performance and plan for teaching and learning?</p>	
<p>i. The school is able to provide evidence of an assessment plan that covers all core content areas and grade levels</p> <p>ii. The school is able to provide evidence of a process that uses assessment data to create a plan for instruction</p> <p>iii. The school has a process that clearly identifies who is responsible for evaluating student data</p> <p>iv. The school assessment plan identifies the types of data collected and periods of review for identified data</p>	
Evaluation of Documents	List of Document Names reviewed during site visit:
<p>i. Galileo reports demonstrate that Galileo assessments are in use for grades 2-8. Galileo assessments are used in Math and ELA. The reports include intervention alerts and student assessment history reports. Additionally, the school has created a comparison graph of pre-tests compared to CBAS tests.</p> <p>CKLA Assessments were provided demonstrating their completion and use for language arts components in grades K-5.</p> <p>EL assessments were provided demonstrating their completion and use for language arts components in grades 6-8.</p> <p>Eureka Math Mid-Module Assessments were provided demonstrating their completion and use for mathematics.</p>	<p>Galileo Reports</p> <p>CKLA Assessments</p> <p>Expeditionary Learning Assessments</p> <p>Eureka Math Mid-Module Assessments</p>
<p>ii. Student Specific documents show that teachers report out on skills that students need to master and basic plans to meet those needs. In this document, teachers list the formative assessment used to determine these needs and to formulate the plan for instruction.</p>	<p>Reporting Student Specific Differentiated Instruction</p>

<p>iii. Parent email indicates that teachers will use data to plan for delivery of curriculum. It also states that “your child’s teacher will be working with...students to set goals, understand the data, and focus on growing each year in all academic areas”.</p>	<p>Email to Parents</p>
<p>iv. School PowerPoint indicates that Galileo is used to benchmark four times per year. An email between administrative staff members indicates that these tests are scheduled in September, December, February, and May.</p> <p>Parent email indicates that parents were informed about plans to use Galileo throughout the year, and that it would be administered in grades 2-8.</p> <p>Galileo email indicates that the school is in communication with ATI about timing for assessments. This email indicates that the school is prepared to administer the second benchmark assessment in December.</p>	<p>School PowerPoint Email to Parents ATI (Galileo) email</p>
<p>What evidence demonstrates that the professional development the teachers are engaged in is increasing student achievement?</p>	
<p>i. The school is able to provide evidence that it provides professional development that addresses student achievement and outcomes</p> <p>ii. The school is able to provide evidence of the types of professional development that occur</p> <p>iii. The school is able to provide evidence of how the implementation of professional development is monitored</p> <p>iv. The school described a future process for monitoring data to ensure that implementation of professional development has a positive impact on student achievement</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. Professional Development #12 agenda shows that teachers were trained in having students establish personal goals. This included a tie to RTI and providing students time to work on goals.</p> <p>A schedule and PowerPoint for the Summer Institute was provided and demonstrates training in Social and Emotional Learning.</p> <p>Task Force Professional Development shows training in PBIS strategies for staff.</p>	<p>Professional Development #12 Agenda Social and Emotional Learning Summer Institute Task Force Professional Development Positive Behavior Intervention</p>
<p>ii. Professional Development Sign-in Sheets demonstrate training in School Dex and Practices and Procedures.</p> <p>Professional Development 3, 4, and 5 document shows training in the Danielson Tool, Lesson Plans, and lesson presentation.</p> <p>Professional Development 6, 7, and 8 document shows training in incident reports, evacuation procedures, and the Danielson.</p> <p>Training Certificates demonstrate training in AZELLA.</p>	<p>Professional Development Sign-in Sheets Professional Development #3, #4, and #5 Document Professional Development #6, #7, and #8 Training Certificates</p>
<p>iii. Teachers watched and discussed videos from Hester Management. Afterward, teachers had to write down, then implement a classroom management strategy. This was then emailed to the Associate Program Director of Instruction to meet expectations and provide monitoring.</p>	<p>Professional Development #13 Agenda</p>

<p>iv. Anecdotal: PBIS has been rolled out and SEL training has been implemented as a pilot. Student discipline has been tracked to see if there is a decrease in behavior issues. Training was not formal, but included ideas for implementation of a PBIS system.</p>	<p>No documentation provided</p>
<p>How are the professional development activities aligned with the program of instruction (curriculum, methods of instruction, best practices)?</p>	
<p>i. The school provides professional development activities that support implementation of the school’s program of instruction ii. The professional development provided is aligned to the curriculum iii. The school selects and implements professional development based on criteria related to curriculum, instruction, and best practices</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. Agenda indicates that the task force was trained on June 28 regarding instruction protocols. Additionally, they were using modeling of the protocols to be used. Further training was provided through modeling in other trainings using the expected strategies.</p>	<p>Task Force Week Three Agenda</p>
<p>ii. Outcomes indicate that training was provided on planning and developing math and ELA curriculum. Also, an introduction to CKLA, EL and Eureka Math Curriculum was provided.</p>	<p>July 11 Agenda</p>
<p>iii. Evidence was provided of teacher completion of SEI Modules and training is related to Best Practices in instruction.</p>	<p>Online Completion of SEI Modules SEI Course Completion Certificates</p>
<p>What types of professional development follow-up occur?</p>	
<p>i. The school is able to provide evidence of follow-up activities conducted by leadership and/or staff ii. The school provides opportunities for feedback to be given regarding professional development</p>	
<p>Evaluation of Documents</p>	<p>List of Document Names reviewed during site visit:</p>
<p>i. The Teacher Pre-Conference Observation Guided Questions ask teachers to reflect on how they “enhance [their] content knowledge and pedagogical skill”. Exit Tickets are emailed to the Associate Program Director of Instruction to discuss observations or thoughts and strategies that will be implemented. Teacher narratives show that teachers reflected on training about Demonstrating Knowledge of the Student (tied to Danielson Domains).</p>	<p>Teacher Pre-Conference Observation Guided Questions PD Exit Tickets Teacher Narratives</p>
<p>ii. Exit Tickets are emailed to the Associate Program Director of Instruction to discuss observations or thoughts and strategies that will be implemented.</p>	<p>PD Exit Tickets</p>