Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Children's Success Academy
School Name: Children's Success Academy
Site Visit Date: 4/23/14

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
Children's Success Academy Leadership Team Meeting Agenda and Sign-in sheets	**Charter holder indicated the intended purpose of the document was to demonstrate: process for adoption and creation of curriculum** **ASBCS staff: March 26, 2014 states further discussion of math curriculum for next year; March 20, 2014 states where we are, where we want to go – curriculum listed as a bullet point; March 13, 2014 discussion re: Saxon Math, discussion re: piloting of Renaissance Math Real Time; February 19, 2014 curriculum maps checked, some need updating, Scott will notify teachers to get these to him ASAP. Validity of Mindplay vs. Renaissance Learning STAR Enterprise Reading Assessments; August 2, 2013 review of curriculum maps, Scott looking into remedial Reading programs – web-based,** **All of these indicate attendance of:** **Nancy Aiken** **Debbie Burris** **Scott Duerstock** **Tony Rodriguez** **Mo Goharriz** **A copy of this document was taken because: documentation to show that leadership team meetings met and discussed curriculum.**

Children's Success Academy Professional Learning Community 2014-2015	**Charter holder indicated the intended purpose of the document was to demonstrate: a system for evaluating and revising curriculum** **ASBCS staff:** **A copy of this document** was not **taken because: it does not demonstrate a system for evaluating and revising curriculum**

Wednesday Morning Agendas	**Charter holder indicated the intended purpose of the document was to demonstrate: adapting curriculum to meet the needs of bottom 25%, a system for reviewing curriculum** **ASBCS staff: 4/2/2014 Curriculum and Improvement DOK and assessments (with notes); 4/16/2014 Item updated on curriculum materials presentation and review Dreambox and iReady Core Knowledge (with notes)** **(agenda item)Curriculum and Improvement DOK and assessment (notes below)** **4/2/2014 Curriculum improvement – meta-concept identification and webbing with notes below** **Balanced literacy discussion notes indicated target concepts topics by curriculum maps** **3/26/2014 – update on curricular materials presentations and reviews, notes below** **Curriculum improvement cross curricular elements in ELA notes below** **3/5/2014 – AIMS prep spring camp scheduled (curriculum adapted to bottom 25%)** **2/12/2014 – AIMS prep current curriculum discussing test prep syllabus for grades 3-5** **1/15/2014 – curriculum supplements of possible interest with discussion below** **8/7/2013 – item curriculum mapping and lesson plans with notes below regarding submission** **Discussion on supplies need to implement Saxon, discussion of books needed for close reading** **7/17/2013 – need maps for Saxon phonics, Saxon math** **Notes demonstrate discussions in teaching staff meetings** **A copy of this document** was **taken because: school is conducting conversations about curriculum,**

Teacher's Curriculum Binder	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff: Kindergarten – including Math and ELA curriculum maps** **1st grade – including Math and ELA curriculum maps** **2nd grade – including Math and ELA curriculum maps** **3rd grade – including Math and ELA curriculum maps** **4th grade – including Math and ELA curriculum maps** **5th grade – including Math and ELA curriculum maps** **Maps provide subject materials and pacing** **Lesson plans –** **Kindergarten (standards started in lesson plans February 3-7, 2014)** **ELA (2/3/14 lesson plan) – K.L.1.f is located in lesson plan, standard is present in Q3 map. ELP standards are identified on lesson plan** **Math (2/10/14 lesson plan) K.G.1-3, K.CC.1 located in lesson plan, standard is present in Q3 map.** **1st Grade** **ELA (Week #2 lesson plan) Literacy RF1-3, Literacy SL1-3, L1.1-4 standards present in map** **Math (Week #2 lesson plan) M.1.MD.1-4, M.1.NBT1-6 standards present in map** **Weeks 9-17 are not presented in binder** **Math (Week #9) standards in lesson plan aligns with curriculum map** **ELA (week #9) standards in lesson plan aligns with curriculum map** **2nd grade** **ELA 2nd grade Q2 curriculum map only contains one phonics standard repeated throughout the quarter.** **ELA 11/4-11/8 lesson plans are not complete – identify close reading activity** **ELA lesson plans in September, October, November do not consistently contain lesson information** **ELA 2nd grade December 16-20, 2014, lesson plans identify different standards than curriculum map** **Math 10/21-25/14 lesson plans , full curriculum map from classroom retrieved** **alignment between curriculum map and lesson plan for lesson 10/21/14, standard present in quarterly curriculum map – lesson plan sequence determined by Saxon lesson sequence, unable to complete crosswalk because the curriculum map does not contain weekly dates** **3rd grade** **Curriculum map for Saxon phonics is only ELA curriculum map, only contains one standard (RF.3.3)** **ELA July15-20, 2014– unable to complete crosswalk because curriculum map contains all standards within each quarter** **Maths – January 6 – January 10 lessons aligned with Saxon curriculum map.**

Teacher's Curriculum Binder (continued)	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff:** **4th grade** **ELA – Sept 3-6, 2014 unable to complete crosswalk because curriculum map contains all standards within each quarter** **Math – Lesson Sept 3-6 able to demonstrate alignment between standards in lesson plan and curriculum map;** **November 18 lesson plan able to demonstrate alignment between standards in lesson plan and curriculum map** **Concern expressed about frequency of limited number of standards appearing in several months of curriculum map,** **Identified several AZCCRS standards not identified on curriculum map, not able to demonstrate that all 4th grade Math standards are taught.** **5th grade** **ELA – unable to complete crosswalk because curriculum map contains all standards within each quarter** **Math – 3/24-28/14 – not seeing alignment between curriculum map and lesson plans, lesson plan contains standards not identified on map for the curriculum map for Jan-March** **Asked for documentation of system for ensuring all standards are taught within a grade level. Was not able to provide for all grade levels and content areas.** **A copy of this document** was **taken because: demonstrates implementation of curriculum aligned to standards**

Arizona Reading Standards ELA Literature K-2; Arizona College and Career Ready Standards – Mathematics – First Grade	**Charter holder indicated the intended purpose of the document was to demonstrate: system for ensuring all standards are taught** **ASBCS staff: Asked for documentation of system for ensuring all standards are taught within a grade level. Was not able to provide for all grade levels and content areas.** **A copy of this document** was **taken because: Provided documentation that demonstrates curriculum maps address all standards has been completed for 1st grade ELA and Math**
Teacher Performance Evaluation System	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff: rubric planning and preparation section identifies alignment with AZCCRS as requirement also identified that plans must address needs/styles of all students** **A copy of this document** was **taken because: identifies that through teacher evaluation tool school has set expectation for aligned lesson plans that address the needs of subgroups**
Social studies grade 3 checklist	**Charter holder indicated the intended purpose of the document was to demonstrate: integration of standards into instruction** **ASBCS staff: identifies a pilot program to use a standards checklist that will be used throughout all grades and subjects, intended implementation** **A copy of this document** was **taken because: demonstrates pilot plan for implementation of standards checklist**

Teacher Handbook	**Charter holder indicated the intended purpose of the document was to demonstrate: expectation for lesson planning and curriculum mapping** **ASBCS staff: demonstrates expectation set for teachers regarding lesson plans** **A copy of this document** was **taken because: demonstrates the expectation the school has set for teachers with regards to lesson plans**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on April 23, 2014.

I, Nanci R. Aiken, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on April 23, 2014. Nanci R. Aiken

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Site Visit Date: 4/23/14

Required for: Renewal
Evaluation Criteria Area: Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
Curriculum map reviews	**Charter holder indicated the intended purpose of the document was to demonstrate: process being used to monitor integration of standards through curriculum mapping** **ASBCS staff: 4th grade Science curriculum map; 4th grade ELA curriculum map, 2nd grade ELA, 5th grade ELA with post-it note comment** **A copy of this document** was **taken because: demonstrates process for curriculum maps reviews to monitor the integration of standards**
Social studies grade 3 checklist	**Charter holder indicated the intended purpose of the document was to demonstrate: integration of standards into instruction** **ASBCS staff: identifies a pilot program to use a standards checklist that will be used throughout all grades and subjects, intended implementation** **A copy of this document** was **taken because: demonstrates pilot plan for implementation of standards checklist**

Completed evaluation rubric **Teacher Improvement Coaching Plan** **Teacher Evaluation Rubric**	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of a system for monitoring instruction** **ASBCS staff:** **Evaluation rubric – planning and preparation including lesson plans aligned with standards adapted to address needs of subgroup students; lesson implementation including appropriate instructional strategies for subgroups, use of appropriate instructional strategies; monitoring and adjusting including assessing the progress of all students throughout the lesson, formative and summative assessments, and planning to meet the needs of subgroups students, adjusting curriculum to meet the needs of subgroups students.** **Teacher Coaching Plan – provides follow-up and analysis to develop teacher quality, evidences follow up with teacher signature** **A copy of this document** was **taken because: documentation of teacher observation and follow-up**
Teacher-Director Data Dialogue	**Charter holder indicated the intended purpose of the document was to demonstrate: follow-up strategies** **ASBCS staff: sign-in sheet with comments to document meetings to address differentiated learning to follow-up on weaknesses identified in teacher evaluation.** **A copy of this document** was **taken because: addresses differentiated learning to follow-up on weakness identified in teacher evaluation.**

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Charter Holder Name: Children's Success Academy
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Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
Reading Lab Schedules **Reading Lab Attendance**	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff: system used to progress monitor students in reading, system insures appropriate progress monitoring for students and adapted progress monitoring for subgroup students,** **A copy of this document** was not **taken because: documents contain student identifiable information**
Benchmarking Schedule for Reading, Math, and Foundational Reading	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff:** **A copy of this document** was **taken because: documents schedule of assessments**
Comprehensive Reading/Math Data Portfolio **I-Read/ I-Mead**	**Charter holder indicated the intended purpose of the document was to demonstrate: process for analyzing and reviewing student data** **ASBCS staff: documents frequency of assessment, data provided assessment program that is reviewed during data dialogues** **i-read/mead (individual reading/math evaluation and ancillary demographics) – document logs assessment dates and scores as well as identifies action steps, reflects what occurs during the data discussions** **A copy of this document** was not **taken because contains student identifiable information, but does document process for analyzing and reviewing student data, demonstrates more frequent assessment for subgroup students**

Copy of I-Read/I-Mead template	**Charter holder indicated the intended purpose of the document was to demonstrate: process for analyzing and following-up on data** **ASBCS staff:** **A copy of this document** was **taken because: demonstrates schools process for analyzing and following-up on data**

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Charter Holder Name: Children's Success Academy
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Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
Wednesday Morning PLC meetings	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development addresses areas of identified need, and monitor and follow-up on professional development** **ASBCS staff: 1/29/14 – PD Plans indicates request to know what teachers feel that they need in order to develop PD plan; facilitating student learning in the classroom using technology use and abuse knowing the limitations; 2/5/14 – PD Plans indicates review material available – notes provided below** **4/2/14 – personal pd updates and review –notes indicate STEM training at U of A; balanced literary discussion notes indicate strategies teachers should use in class** **4/16/14 – STEMAZing Early Childhood Conference – session breakouts and teachers chose topics of interest; also personal pd updates and review indicates shift from school provided to I-Find gives teachers ideas for available PD.** **A copy of this document was taken because: demonstrates identification of areas of need for professional development, to demonstrate the process the school uses to monitor and follow-up on professional development**

Professional Development binder	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff: July 8, 2013 PD provided on special education** **July 9, 2013 resources for teaching ACCSS*** **July 9, 2013 AZ Common Core curriculum mapping and lesson planning*** **July 10, 2013 ACCS: Mathematics Renaissance Learning: Math Real Time*** **July 10, 2013 ACCS: ELA Creating Relevant interesting Lessons and close reading*** **July 11, 2013 ACCS: ELA Move on when reading and text complexity** **July 8-12 2013 Professional Development Schedule** **A copy of this document** was **taken because: professional development plan , *demonstrates resources provided to support high quality implementation of professional development**
Teacher-Director Data Dialogue	**Charter holder indicated the intended purpose of the document was to demonstrate: follow-up to PD** **ASBCS staff: sample provided is close reading activities** **Discuss PD – example of follow-up (present on several different logs)** **A copy of this document** was **taken because: demonstrate follow-up to PD**
Professional Development Plan	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff: plan is developed based on outcome of teacher evaluations** **A copy of this document** was **taken because: demonstrates follow-up to professional development**

Professional Development Plan Certificate of participation	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development connected to teacher learning needs** **ASBCS staff: certificate aligned to specific professional development session** **A copy of this document** was **taken because: demonstrates professional development connected to teacher learning needs**

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