Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Desert Rose Academy, Inc.
School Name: Desert Rose Academy Charter School
Site Visit Date: February 25, 2015

Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **MIA School Performance Targets** **Professional Development Quarter at a Glance Form** **Strategic Tutoring and KU Training Materials and DVDs** **New Teacher Instruction PowerPoint** **PD Sign-in sheets**	**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:** • PD plan focus is to improve student achievement in credit attainment, gaps in reading, and math with specific training in: Strategic Tutoring, KU strategy implementation, AIMS improvement/Standards mastery, data analysis and teacher delivery of instruction to increase student engagement by differentiating instruction and improve small group instruction, RP3 graduation planning, Behavior Management System, and Team Development. • At ROSE, our charter representative was trained in the use of the curricula and has developed a train the trainer approach, so district staff and principals can directly support the development of teachers. • MIA Targets for Improvement are utilized to develop the PD Quarter at a Glance Form and these targets are monitored. • The PD Quarter at a glance forms provide the required information that the instructional staff must meet. It includes the initiative, identified needs based on the MIA targets, description of PD, timeframe, expected results, responsible party and the evaluation. This is monitored quarterly
[P.2] **Professional Development Quarter at a Glance Form** **Quarterly MIA Data Review Meeting Agenda**	**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:** • The Rose Development Team, the Superintendent, the RMG Curriculum Team, and the school principals use backwards design for developing the PD plan. This group reviews student outcome data from multiple sources. MIA Targets used to develop PD sessions in conjunction with Superintendent based on the initiatives based on the needs of the teacher. • The Evaluation column of the PD Quarter at a Glance Form determine the upcoming PD based on the data. • In addition, the group monitors and adjusts the plan every quarter while including any review of new data made available. This is done at the district level with principals and all targets are reviewed and data is discussed. These

	discussion are reflected in PD quarter at a glance form
[P.3] **Professional Development Teacher Survey** **Administrative Performance Assessment Tool (APAT) for Teachers** **Professional Development Quarter at a Glance Form**	**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:** • The teacher APAT evaluation provides summative and formative instructional feedback to help guide teacher in their professional development. In addition, the principal uses data from the teacher professional development survey to help guide PD. Survey implemented each quarter to the teachers to obtain information on how teachers feel about PD. Survey provides information for school leader to adjust the PD if required. • The Quarterly At-a-Glance form is reviewed each evaluation period along with data related student achievement to determine alignment of the PD plan with the instruction learning needs. The Evaluation column provides the next steps.

[P.4] **AIMS Results** **Data from AIMS Prep course** **Note from Friday PD** **Professional Development Quarter at a Glance Form** **September District In-service Agenda** **33-Minutes Data Dialogue Inference Workshop Agenda** **Curriculum & Instruction Updates Agenda and Support Materials** **September District In-Service Agenda and materials** **October In-Service Agenda** **ROSE Curriculum Modification** **QuIC Modification** **Instructional Specialist PD Support Calendar**	**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:** • Student achievement data is used to determine areas of high need by using the data to group students within the similar scale scores and placed within the same group. • Principals follow the PD plan to address areas of high importance via scheduled professional development meetings, small group instruction observation, RtI meetings, collaboration amongst teaching team, and observation of individual instruction. • Friday PD addresses specific targeted PD by school site, specifically strategic tutoring and KU strategies. These may be conducted by the Instructional Specialist. • Timeframe component for when specific teachers will be involved in delivering PD for that objective. • District provide in-service PD sessions to support schools based on MIA targets. In-Service agenda provide schedule, objectives, roles and pre-requisites. Updates communicate changes for school leaders to implement.

[P.5] **Observation Documentation** **Teacher APAT Evaluation Documentation** **PD Rotational Schedule for IS and Superintendent** **IS Debrief 11/12/14** **ST Teacher Observations** **ST Tracker** **Professional Development Quarter at a Glance Form**	**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:** • Strategies learned in professional development sessions are supported by the principal on a weekly basis through direct observation, individual coaching, and evaluation. • Principal uses at a glance form to meet PD expectations and how principals are being held accountable. • The Instructional Specialist works directly with teachers by modeling, observing, and providing direct feedback/coaching to individual teachers. The Instructional Specialist also works with the principal to collaborate on implementation.
[P.6] **Professional Development Quarter at a Glance Form** **Materials for Strategic Tutoring** **Instructional Schedule** **Notes from Friday PD Meetings** **ADDED District PD Support Calendar** **PD agendas with district staff** **SRP Administrator PD** **ROSE Dashboard**	**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:** • Providing teachers over 400 hours per school year of professional development. PD at a glance forms holds everyone accountable (see expected results). • Providing teachers with summer school action labs for instituting KU Strategies, Strategic Tutoring, and voice recorders (utilized to be recorded in order to evaluate the teacher in implementation of the strategies). • Providing teachers instructional schedules designed to increase opportunities for PD and individualized feedback from the principal and district curriculum team. • Provide Friday opportunities to meet with the entire school staff for PD. • In addition, district staff support and provide PD with PLCs and individual teachers. • ROSE Dashboard downloads the student information system to enable teachers to monitor different data sets customized for each instructional staff.

[P.7] **Professional Development Quarter at a Glance Form** **Observation Documentation** **APAT for Principals and Assistant Principals**	**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:** • Principal(s) and Curriculum Team gather and evaluate evidence (data) that report effectiveness in implementing strategies learned in PD sessions. • RDT examines current instructional procedures, systems and programs. • CEO & Superintendent examines policies and guidelines. The principals monitor the implementation of the PD plan and report quarterly as part of the Administrator evaluation to the Superintendent on the effectiveness of PD and plan to ameliorate deficiencies for specific targets. • Principals and Asst. Principals are also evaluated for their effectiveness in the implementation of PD strategies as it relates to the monitoring of those learned strategies.
[P.8] **Observation Documentation Post Observation Feedback Form Supervisor Review of Performance** **Teacher APAT Evaluation Documentation** **Professional Development Quarter at a Glance Form**	**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:** • The MIA contains a plan for the principal to provide continuous assessment and professional training. Training activities include direct trainer supervision for: the assessment of content and pedagogical skills, continuous individualized improvement, one-on-one student education, and small student group instruction. Training addresses pre- and post-measures. • The principal provides reporting of professional development and follow-up individual and team professional development to the Superintendent to ensure PD activities are supported at the school. • Feedback Procedure for principals to identify an area of improvement, which is followed by a post-observation form.

[P.9] **Professional Development Quarter at a Glance Form** **KU Strategies Link** **Paraphrasing Strategy PowerPoint** **RP3 Tracker** **Academic Coaching List**	**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:** • All of our teachers are developed in a research-based learning strategy curricula and pedagogical approach that is designed to help non-proficient students become efficient and effective independent learners. • In addition, all teachers participate in weekly meetings to discuss/monitor non-proficient student progress and develop strategies to ensure their success. Teachers also monitor the RP3s to determine where the students are.
[P.10] **ILLPs** **Professional Development Agendas and Sign-ins**	**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:** • In addition to the answer provided in P.9, the RMG ELA curriculum specialist provides DRA teachers with an instructional cycle and strategies for ELLs: Ongoing PD on AZELLA instrument and ILLP, gather and analyze student achievement data, and identify and group student according to concepts and standards. • PD sessions provided at the site level and individual teachers for implementing strategies and how it applies to ELL students.
[P.11] N/A	**N/A**

[P.12] **Director of Special Education calendar and schedule for site meetings** **Notes and Agendas from Site Meetings** **PD Agendas for Special Education AP Training** **SPED Assessment Training – Agenda** **Daily Routines – BIP Training Agenda** **Academic Coaching List**	**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:** • In addition to the answer provided in P.9, the Director of Special Education provides teachers with an instructional cycle and strategies for students with disabilities: Ongoing PD on handicapping conditions, assessments, and meta-cognitive strategies; gather and analyze student achievement data; identify and group students according to concepts and standards; and implement the instructional cycle described in Area IV. • Director of Special Education provides PD training at the sites and with individual teachers. This includes Summer SPED training for Principals.

I, Johanna Medina, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 25, 2015 Johanna Medina

I, Dr. Eugene Kuhn, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 25, 2015