Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Desert Sky Community School, Inc.
School Name: Desert Sky Community School
Site Visit Date: February 17, 2015

Required for: Annual Report
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] **Leadership Team Meeting notes** **APWE Conference Registrar & Common Core Workshop** **Needs Assessment** **Curriculum Assessment I, II** **G4&5 Block** **Inservice Calendar**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards. **The documents provided demonstrate evidence of the following:** • The Leadership Team conducts Needs Assessment each Spring related to curriculum needs. • The Waldorf curriculum has been in place for many years. The Alliance for Public Waldorf Education (APWE) worked to align their standards to the state standards. A conference focused on APWE and its alignment to AZCCRS was attended by school leaders. • Faculty meeting notes show frequent discussions about curriculum and standards. • Concept maps, block schedules and lesson plans show an integration of state standards. **The documents provided do not demonstrate evidence of the following:** • A formalized process for evaluating curriculum and ensuring its alignment with standards. **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder uses the Waldorf program as their main curriculum, and supplements when needed. The Move On When Reading legislature created an incentive to ensure that the APWE and AZCCRS were in alignment, and the Charter Holder reacted by evaluating various supplemental curriculum that would support the Waldorf model, but there is no documentation of this happening. The Charter Holder states that they are slowly aligning their current curriculum to the standards one at a time. There is no documentation that the entire set of state standards are in alignment with the curriculum concept maps and block schedules for the entire grade level year.

[C.2] **APWE Conference Registrar & Common Core Workshop** **Waldorf Education and 9 Intelligences**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided demonstrate evidence of the following:** • Review of documents and resources, such as 'Waldorf and Common Core' by the Alliance for Public Waldorf Education, identify where the traditional Waldorf curriculum is strong, and where there may be gaps with Common Core. Teachers and administration discuss gaps and when needs to be done to incorporate standards where they might be missing.
[C.3] **Leader Team Assessment** **Curriculum Student Achievement** **Leadership Team Faculty** **Meeting Assessment**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided do not demonstrate evidence of the following:** • The Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder uses the Waldorf model, and occasionally makes reactive decisions to supplement curriculum when they see gaps, but there is no formalized process for adopting or revising curriculum.
[C.4] **Policy** **Resumes Adrian, Laura** **Leadership team meetings**	**Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • The Leadership Team is tasked with the process of adopting or revising curriculum.
[C.5] **Leadership team meetings**	**Charter holder indicated the intended purpose of the document was to demonstrate:** when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt. **The documents provided demonstrate evidence of the following:** • The Leadership Team is responsible making selection recommendations based on need. **The documents provided do not demonstrate evidence of the following:** • How the Charter Holder evaluates curriculum options. **The documents provided do not demonstrate evidence of the described processes because:** While the Charter Holder states that the criteria for selection includes a review of alignment with the school's mission and goals, there is no document to indicate evaluating curriculum against the Charter Holder's mission and goals. The Charter Holder indicates that Waldorf curriculum is set for this school. When new supplemental options are considered, it happens as the result of the Leadership Team meeting and doing research, but there is no formalized or documented system for this process.

[C.6] **Waldorf Training Certificate** **Observations and Walkthroughs** **Weekly meetings**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder. **The documents provided demonstrate evidence of the following:** • Teachers attend summer trainings at a Waldorf Training center. • During the school year, the leadership team performs observations & walkthroughs, as well as review of lesson plans. Observations take place noting if lesson plans are accurate and if teachers are implementing lesson aligned to the standards. • Core teachers meet weekly during the school year for a two-hour faculty meeting which includes sharing best practices in instruction, setting school norms for classroom routines, etc.
[C.7] **Curriculum overview** **Curriulum map** **Weekly meetings** **Block rotation** **Library of books** **Inservices** **Main Lesson template** **Training**	**Charter holder indicated the intended purpose of the document was to demonstrate:** that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided demonstrate evidence of the following:** • Curriculum overview documents are used in each grade. • Template for lesson planning are given, but not used the same way in each grade. • Block rotation for grade levels shows standards alignment. • Various published guides, including homeschool Waldorf curriculum guides. • The Administrator coordinates a beginning-of-the-year (August) and end-of-the-year (June) in-service at which faculty receive information, are given expectations on the Waldorf model. **The documents provided do not demonstrate evidence of the following:** • How the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder ensures that lesson plans are tied to standards in general, but not that all standards are taught within one school year.
[C.8] **Inservice Agenda** **Letter of Offer** **Weekly Meetings**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the expectation for consistent use of these tools and how these expectations are communicated. **The documents provided demonstrate evidence of the following:** • When hired, the teacher receives a Letter of Offer including specific expectations (grade reports, lesson plans, etc). Substitutes and part-time teachers are expected to observe in the classroom before beginning their position. • The beginning-of-the-year and end-of-the-year in-service for faculty provides the context for re-affirming expectations, revising norms, and describing where there is room for variation. • Weekly meetings review expectations related to curriculum and lesson plans

[C.9] **Lesson plans** **Administration Evaluation Tool** **Observations and Walkthroughs**	**Charter holder indicated the intended purpose of the document was to demonstrate:** evidence to demonstrate usage of these tools in the classroom and alignment with instruction. **The documents provided demonstrate evidence of the following:** • Teachers' lesson plans are kept on file at the office, and aligned to block rotation. • The Leadership Team does observations and walkthroughs and meetings with teachers to ensure that the lessons delivered are aligned with the plan and the instruction meets adequate expectations.
[C.10]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • Leadership Team is responsible for reviewing curriculum for alignment with AZ state standards. • Curriculum alignment is addressed when standards are revised. **The documents provided do not demonstrate evidence of the following:** • The process of evaluating curriculum changes for selection includes attention to alignment. **The documents provided do not demonstrate evidence of the described processes because:** When new supplemental options are considered, it happens as the result of the Leadership Team meeting and doing research, but there is no formalized or documented system for this process.
[C.11] **CST** **Children of Concern schedule** **Care Group referral** **SPED schedule** **Tutoring sheet**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students. **The documents provided demonstrate evidence of the following:** • Accommodations and support with homework and additional tutoring time. • Extra sessions with the Interventionist, who will also work with the teachers and send extension materials home to the families to help the student in areas of deficit.
[C.12]	N/A
[C.13] **Weekly meeting notes** **Agenda and materials from parent meeting April, 2014**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students. **The documents provided do not demonstrate evidence of the following:** • Individual focus on students from a holistic approach is important to the Waldorf Pedagogy. This includes working with the whole family to ensure that the student comes to school "ready to learn". Parent education through parent evenings with teachers, assemblies and festivals are some of the ways these supports occur. **The documents provided do not demonstrate evidence of the described processes because:** While there is reference to parent nights in weekly meetings, only one parent night agenda was presented as evidence, and it was from the previous school year.

[C.14] **Push in schedule** **SPED schedule**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • The special education teacher and the therapist may "push-in" to the regular education classes and specialty classes to work with students and also will pull out the students in a resource capacity. • Waldorf Education is designed to address the whole child through a developmental model of education that includes movement, the arts and many opportunities to take in information and demonstrate mastery of information though a number of modalities. • The Resource teacher is consults regularly with teachers to coordinate multiple strategies for students with and without IEP's. The specialist may also work with the student(s) individually to give them extra, targeted instructions and to continually informally assess progress.

I, Steve Salmento, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 17, 2015. _____

I, Shelly Adrian, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 17, 2015. _____