Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name:
School Name:
Site Visit Date:

Required for: Choose an item.
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1]	**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:** • In 2011-2012, Edkey began the process of formalizing their professional development opportunities. To date, Edkey provides 4 professional development days each school year. At the start of this school year, all staff was asked to complete a Professional Development Needs Assessment Survey to provide the Instructional Support Team with information on what teachers would like to see in the professional development offerings. Additionally on these days, grade level or content groups meet in Professional Learning Communities to help meet the individual needs of our varied staff. • At the school level, principals were provided a disaggregated report of their staff's responses to the Professional Development Needs Assessment Survey. Additionally, principals evaluate prior year evaluations, benchmark results and standardized assessment date to determine professional development needs. • As part of Edkey's 301 plan, each teacher reviews their previous evaluation to determine their areas of strengths and areas of development. Using this information, teachers create individual professional development plans. These plans are reviewed twice a year during the evaluation process.
[P.2]	**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 professional development plan is developed by using the data from previous year's teacher evaluations and teacher needs surveys. Benchmark and AIMS assessment data was also used. The plan was also based on the goals in the Continuous Improvement Plan.
[P.3]	**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 professional development plan is developed and aligned to the instructional learning needs of the staff by

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	using the following: o Data from previous year's teacher evaluations ▪ Planning and Preparation ▪ Assessment of Student Achievement ▪ o Instruction ▪ o Learning Environment ▪ o Professional Responsibility o ⍰ Teacher needs assessment surveys o ⍰ Benchmark and AIMS assessment data o ⍰ Goals in the Continuous Improvement Plan o ⍰ Individualized teacher 301 plans

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[P.4]	**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:** • CFA Phoenix - Past plans to create and promote a positive school culture with high academic expectations and individual responsibility have met with tacit consistency in at CFA Phoenix. This school was in dire need of change. The Franklin Covey Foundation learned about Children First Academy – Phoenix, was intrigued by its story saw an opportunity to help turn the school culture around. As a result the Franklin Covey Company has adopted the campus and brought the "Leader in Me" personal responsibility and leadership process to the staff and students. The "Leader in Me" process assists schools and parents around the world to inspire greatness one child at a time! During the summer of 2014 professional development series, all staff members attended a four day training on Highly Effective People. This was the beginning of the change on the Phoenix Campus. The professional development continued with a full day of implementation training for all staff and another day for school leaders. • Edkey management understood that dramatic changes were needed for CFAP students to have an opportunity to achieve academic success. The Covey training which emphasizes "Beginning with the End in Mind" along with the rest of the 7 Habits have been implemented. We are already seeing an improvement in the school culture and appearance, a drop in disciplinary referrals and an increase in attendance. • Most importantly, the teachers, students, staff, parents, and administration are all on a path to complete compliance with the principles of the "Leader In Me" process. Moreover, the new principal is relentless in ensuring that that compliance not just a passing fad. • CFA Tempe - CFAT created their PD plan based upon vital data: ▯ Lowest scores on the teacher evaluation ▯ Teacher survey ▯ CIP ▯ Academic Performance document • A professional development plan was created in areas where we noticed deficiencies in our instruction or areas that needed additional focus. The major areas that we focused on were: ▯ Lowest scores on the teacher evaluation. The Edkey supervision model is a tool that measures teacher effectiveness; therefore, since assessment was the lowest score on this rubric, it was evident that this standard demanded attention. As a result of this data, assessment was included in our school wide professional development plan. We recognize that the more equipped a teacher is able to efficiently and fairly assess a child, the greater opportunity we have of raising student achievement. ▯ Teacher survey - Teachers were surveyed to assess where they felt they needed the most instructional support. ▯ Continuous Improvement Plan - As a school, we have a focused instructional plan working on as a united team. ▯ Academic Performance Document - According to the AIMS State test, it was evident that reading needed more attention, therefore, differentiation and reading strategies are a major component of the professional development plan.

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[P.5]	**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:** • In order to ensure the implementation of the strategies learned in the PD sessions, several practices have been implemented. After every Edkey District-wide PD, participants are required to submit an "application report" of how they implemented the strategies and the outcome of doing so. • Additionally, after every PD at the school site level, participants are given an application assignment in which they share the results of applying that which they learned with their colleagues. Finally, the principals determine if the strategies are being used with fidelity as they perform formal and informal walk-throughs.
[P.6]	**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:** • A process to provide resources necessary for high quality implementation of strategies learned in all professional development sessions • Professional development website • Reflection required after professional development • Funds from Title II
[P.7]	**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:** • In order to ensure that implementation of the strategies learned are implemented, walk-throughs and observations are conducted on a regular formal and informal basis. In addition, follow up meetings between the administrator and teachers occur to discuss the implementation of the PD. Many times teachers are invited to come back to their staff to teach that which they have learned in their PD classes. • Ongoing conversations about that which is learned in PD and observed in the classroom occur between the school academic coach and administrator. • In addition, CFA Tempe has an academic coach who also participates and shares instructional insights. Continual conversations about professional development implementation occur between administration and the Academic Coach. Once a week, both individuals discuss implementation effectiveness witnessed in the classroom. Feedback is then provided to the teacher through follow up meetings.

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[P.8]	**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:** • After a walk-through or formal observation takes place, the administrator convenes a follow up meeting with the teacher to discuss amongst other observations and suggestions, the PD Strategies noticed. • The administrator also regularly reviews the teacher's lesson plans for evidence of PD application.
[P.9]	**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:** • CFA Phoenix - held a professional development session during the first week of summer training with Backbone Communications to address the needs of the bottom 25% through their Reading Horizon Program. This program is now being implemented. CFAP has also implemented IXL Math to address the bottom 25% Math students. The IS team has researched a specific professional development course to support teachers with differentiation and best practices. These courses are held during our PD days. • CFA Tempe - held professional development during the summer in the areas of math and reading for the bottom 25%. Math- we used Backbone Communications to implement the A+ for the bottom 25%. A+ is a computer research based program that is adaptive according to the child's current skill level. Based on the results of the assessment, interventions are prescribed for the student. Reading- Imagine Learning (IL) is used to address the reading gaps of the bottom 25%. IL is also a researched computer based program which has embedded predictive and evaluative checkpoints that prescribe lessons based upon their current level of understanding. Both programs provide student and teachers with valuable real time data that is used as reinforcement in the classroom to increase student achievement.
[P.10]	**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:** • Both CFA campuses have an extremely high ELL Population. Due to the high ELL Population, an ELL Coordinator, who conducts PD Training, spends quality time with ELL teachers to promote quality instruction that will positively affect student achievement. Furthermore, ELL Teachers are sent to "ELL" OELAS conferences for professional development training.

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[P.11]	**Not applicable.**
[P.12]	**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:** • Edkey's and these two schools' professional development does not only positively affect general education teachers, but special education teachers as well. To ensure that special education teachers continue to receive the best professional development possible, Edkey provides requires its SPED teachers to attend 5-6 professional development days throughout the year in which the focus is strictly on SPED laws and best SPED teacher strategies for students with disabilities. Besides this training. SPED teachers also attend Edkey Special Education PLC's where they choose which PD best suits their student and professional needs.

I, Kelly Gleischman, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 10, 2014. Kelly Gleischman

I, _____, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 10, 2014. _____

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