Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Educational Impact, Inc.
School Name: Academy Adventures Primary School
Site Visit Date: December 3, 2014

Required for: Failing School
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **1213 PD** **1314 PD** **1415 PD** **pd certs** **retreat outline**	**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:** • Each year, we gather together all employees from both sites to conduct 3-5 days of teacher trainings prior to the beginning of the school year. Some of these trainings consist of district systems and policies and some of these trainings are program specific professional development. • Additional professional development opportunities are implemented throughout the year as specific needs are identified by teachers and administration. Individuals participate in a variety of off-site professional development opportunities provided by ADE, SAREC (Southern Arizona Regional Education Center, ASCD (Association for Supervision and Curriculum Development) and other training opportunities that teachers or administration come across to share and provide instruction on best practices and new ideas. • Last year, both schools participated in a book study on the book, No Excuses University. The impact of this book study prompted two of our teachers to attend a NEU institution over the summer. The information gathered at this institution was then presented to the remaining staff during the days of professional development sessions preceding the school year.The guiding foundation of this program is that every student deserves the right to be prepared to attend college. Upon completion of these sessions, our staff agreed it to be a worthy endeavor to complete the steps necessary for admittance into the NEU organization. To apply for this status, both schools must prove the commitment to and development of the NEU systems. This development is the driving force behind our current professional development plan. • The 2014-2015 professional development began in July with an evening session on Common Curriculum, a new lesson plan submission program. • Our pre-service trainings began with a team building retreat facilitated by a professional team building consultant who focused on exercises to bring both school teams together. These trainings continued with basic policies and procedures and a focus on three key new areas: Galileo online assessment training, No Excuses University (NEU) implementation and Professional Learning Community (PLC) team meetings. • Representatives from Galileo provided an introduction into how to use this online assessment program. Two teachers who attended the NEU institute provided that training and the third major training of PLC team

	meetings was conducted by the administrative team. • Additional professional development opportunities to address specific areas of need and interest are provided throughout the year. • Thus far this year our 3rd grade teachers have participated in a two day ADE math seminar and a teacher from each site is attending a PBS SciGirls STEM workshop.
[P.2] **end year evals** **evals notes** **Curriculum Review (yearly) by teachers** **1314 admin**	**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 was developed by the administration team based on input from the teachers. Information is gathered through written forms, teacher evaluations, end of the year teacher evaluation meetings, supervisory meetings and teacher interest. • At the end of every school year the teachers complete a review of materials form which indicates if training is needed on any of the current curriculum materials being used. • Throughout and after end of the year evaluation meetings with teachers the administration team discusses the PD needs mentioned by teachers and the focus for the upcoming school year to generate a list of PD possibilities. The administration team then narrows down the list based on the discussions and time frame to generate a plan for the upcoming year.
[P.3] **evals notes** **1213 PD** **1314 PD** **1415 PD** **Goals** **AIMS summary**	**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 aligned with staff needs as part of it is developed from end of year evaluation meetings with teachers and ongoing supervisory meetings and administration team meetings. • As teachers and administration identify professional development needs for improved instruction opportunities are reviewed and discussed and teachers are encouraged to attend and participate in trainings. • Based on AIMS results the team noted that math is an area of weakness for our school so we have researched and made efforts for teachers to participate in math professional development opportunities which is aligned with teacher instructional needs due to the students test results.
[P.4] **1213 PD** **1314 PD** **1415 PD**	**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:**

PLC notes	• All aspects of the professional development plan are centered on promoting student achievement, particularly in the areas of reading, writing and math. Math is currently an area of high importance as our test results our showing growth, but our students are still falling far below on AIMS. Our PD plan has a focus for the PLC teams to work on updating/revising the math curriculum maps, analyzing data and creating math assessments. Training in Galileo provides the teachers with test creating knowledge connected to the AZCCR standards and immediate results of assessments for timely data analysis. ADE has face to face and webinars focused on math which have been attended by administration and classroom teachers.
[P.5] **1213 PD** **1314 PD** **1415 PD** **1314 parent wkshps** **1415 parent wkshps**	**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 do not demonstrate evidence of the following:** • how the Charter Holder supports high quality implementation of the strategies learned in professional development sessions **The documents provided do not demonstrate evidence of the described processes because:** • While the charter holder provided evidence to demonstrate the charter holder purchased and provided training on the Galileo assessment so that teachers would be able to immediately use the program, providing additional training as needed and that administration is encouraging the use and implementation of No Excuses University by having dates for teachers to have the university materials in their classroom and school wide conversations on the concept of going to college and not accepting excuses. The charter has university theme days, college information in parent newsletters and facilitated a parent workshop on No Excuses; these are merely instances for which the charter holder can show it ensured teachers were supported in implementing particular training sessions, primarily focused on specific tools or programs. What the charter holder did not demonstrate is a process or consistently implemented practice to support the high quality implementation of all professional development provided.
[P.6] **PLC notes** **12-13calendarjoint** **2013-14_Academic_Calendar** **2014-15 Academic_Calendar** **neu registration** **1213 PD** **1314 PD** **1415 PD**	**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 do not demonstrate evidence of the following:** • Understanding and providing resources necessary for high quality implementation of strategies learned in all professional development sessions **The documents provided do not demonstrate evidence of the described processes because:** • While the charter holder provided evidence to demonstrate the charter holder purchased and provided training on the Galileo assessment so that teachers would be able to immediately use the program, providing additional training as needed and that administration is encouraging the use and implementation of No Excuses University by having dates for teachers to have the university materials in their classroom and school wide conversations on

	the concept of going to college and not accepting excuses. The charter has university theme days, college information in parent newsletters and facilitated a parent workshop on No Excuses; these are merely instances for which the charter holder can show it ensured teachers had the resources necessary to implement particular training sessions, primarily focused on specific tools or programs. What the charter holder did not demonstrate is a process or consistently implemented practice to ensure teachers have the resources necessary to implement all professional development provided.
[P.7] **PLC notes** **math maps** **1213 PD** **1314 PD** **1415 PD** **1314 supervisory** **1415 supevisory** **12-13LessonPlans** **13-14LessonPlans** **14-15LessonPlans** **lp reviews** **LPs coaching** **classroom obs**	**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 do not demonstrate evidence of the following:** • The charter holder monitors the implementation of the professional development plan in a variety of ways. Administration reviews lesson plans and observes the classroom to ensure that new strategies are being implemented, during supervisory meetings discussion of the strategies and how they are working in the classroom is discussed and modified as needed, and teachers share their ideas during team meetings and PLCs. • Other aspects of our professional development plan are monitored in a more formal manner. • The collaboration conducted during the PLC team meetings is documented in a notes/agenda form, which is turned in to each site administrator. • This form confirms the work accomplished during the PLC team meeting. Another ongoing task, related to the standards alignment component of becoming a No Excuses University school, is to create curriculum maps, the focus is currently on math curriculum. As a function of creating these maps, teachers are required to analyze the current math program, Investigations, to find the gaps between what is covered and what is required by the AZCCR standards. **The documents provided do not demonstrate evidence of the described processes because:** • For prior years, but not the current year, the charter holder provided lesson plan reviews. While some of the current year lesson plans include handwritten notes none of the notes address the implementation of strategies learned in PD. • For the current year, the charter holder provided a document called "LP coaching." The document included a sheet dated 10/24/2014 with 5 bullet points addressing: completion of the form, prior knowledge, objectives that are aligned to activities, standards, and assessments, a thorough description of assessments, and the need for accommodations for tier 2 and 3 students. The coaching notes dated 11/6/20104 indicate an administrator met with each teacher to discuss the needed components and the "lesson plan accountability system" and will be coming on every Monday to give feedback on weekly plans. The coaching notes dated 11/10/20104 indicate an administrator read each teacher's lesson plans and wrote positive comments, then met with teachers to discuss the process. These notes do not indicate any review of lesson plans for implementation of strategies

	learned in PD or expectations for their inclusion in lesson planning. • The charter holder provided hand written notes titled "classroom obs" for the current school year. The documents include a variety of notes from visits to classrooms dated 10/23/2014. The charter holder also provided completed walk-through forms for the end of October and beginning of November during the current school year and a variety of dates in the prior school year. These notes and forms do not address monitoring the classroom to ensure that new strategies are being implemented or identify implementation of strategies learned in PD as a priority area of focus. • The notes for the supervisory meetings focus primarily on general issues and classroom management they do not address disscussion of the strategies and how they are working in the classroom. • Completed PLC meeting templates were provided. The templates include areas for notes on" "Follow up", "Data discussed", "Student achievement", "Student challenges", and "How we will address challenges." Notes from the meetings at the beginning of the year in August indicate teachers discussed Galileo data, subsequently, there is no discussion concerning the use of PD strategies in the classroom.
[P.8] **PLC notes** **math maps** **math supp** **1213 PD** **1314 PD** **1415 PD** **Peer observations** **1314 supervisory** **1415 supevisory**	**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 do not demonstrate evidence of the following:** • Follow-up for the monitoring of our professional development plan is conducted on during bimonthly one on one meetings between the site administrator and the individual teachers. • During these meetings discussion includes any assistance needed with any aspect of our professional development plan. Upon return from PD sessions teachers touch base with administration about what was learned and set a goal for using at least one strategy in the classroom immediately and then discussion occurs in their 1-on-1 meeting or after school. • After teachers participate in external professional development they often bring back the information and share with other teachers and the administration. On occasion they are asked to do a formal presentation/training for the staff on the training they received. **The documents provided do not demonstrate evidence of the described processes because:** • The notes for the supervisory meetings focus primarily on general issues and classroom management they do not address discussion of the PD strategies, how they are working in the classroom, assistance needed with any aspect of the professional development plan, or goals based on information learned during PD. • No evidence was provided to demonstrate that after teachers participate in external professional development they often bring back the information and share with other teachers and the administration

[P.9] **1213 PD** **1314 PD** **1415 PD** **PLC notes**	**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 do not demonstrate evidence of the following:** • The professional development plan ensures that teachers are participating in training that supports non-proficient students to help in their academic growth. Teachers are provided articles and training and collaborate in discussions about non-proficient students and strategies to help them progress. Funding is available and time is made for teachers to participate in workshops that will help them support their non-proficient students. • Teachers meet weekly for team meetings and PLCs and during this time discussions occur regarding the data and teachers share strategies to try with different students. • The curriculum programs have focused areas of intervention for struggling students and teachers have watched webinars provided by SuperKids to learn more about reading strategies to help students grow. **The documents provided do not demonstrate evidence of the described processes because:** • Professional development agendas did not identify that teachers are participating in training that supports non-proficient students to help in their academic growth. • Completed PLC meeting templates were provided. The templates include areas for notes on" "Follow up", "Data discussed", "Student achievement", "Student challenges", and "How we will address challenges." Notes from the meetings at the beginning of the year in August indicate teachers discussed Galileo data, subsequently, there is no discussion concerning data or strategies to try with different students. • No evidence was provided to document that teachers have watched webinars provided by SuperKids to learn more about reading strategies to help students grow.
[P.10] **1213 PD** **1314 PD** **1415 PD** **english-language-development-strategies-in-mathematics** **english-language-development-strategies-in-science** **english-language-development-strategies-in-social-studies** **MM overview**	**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 do not demonstrate evidence of the following:** • The teachers have taken or are taking the required SEI courses to familiarize themselves with the specific needs of ELLs. The English Language Development strategies in math, science and social studies from the ADE website have been provided to teachers and discussed with individual teachers as needed based on individual students. Since all of the ELLs are fully integrated into the mainstream classroom teachers are using these strategies throughout the day to support the ELLs in their success. **The documents provided do not demonstrate evidence of the described processes because:**

	• **Documents provided did not demonstrate that the** professional development plan ensures that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs), specifically no evidence was provided to demonstrate teachers have taken or are taking the SEI courses or that the English Language Development strategies in math, science and social studies from the ADE website have been provided to teachers and discussed with individual teachers as needed based on individual students.
[P.11]	**Not applicable**
[P.12] **1213 PD** **1314 PD** **1415 PD** **IEPs** **pd certs** **sped dir inst**	**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:** • During pre-service professional development teachers receive training and background on special education. The Special Education Director meets individually with the general education teacher at the beginning of the year to review services, goals and accommodations for students with disabilities and ways they can help and support them in the classroom. Throughout the year the general education teachers participate in IEP meetings for their respective students and interact regularly with the Occupational Therapist and Speech & Language Pathologist regarding the services they are providing and strategies they have to support the students in the general education curriculum. • The charter holder support the Special Education Director and teachers participating in trainings on relevant topics. They have attended the Director's Institute, participated in SELECT courses and attending other trainings focused on students with disabilities.

I, Katherine Poulos, completed this Site Visit Inventory after the site visit conducted by the Arizona State Board of Charter Schools on December 3, 2014. _____

I, Maybrit Pinzon, received a copy of this document after the site visit conducted by the Arizona State Board of Charter Schools on December 3, 2014. _____