Demonstration of Sufficient Progress Evidence Reviewed at Site Visit

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Excalibur Charter

The table below reflects materials/items referenced in the Demonstration of Sufficient Progress that were confirmed on site for **Avalon Elementary**:

Evidence Requested	Reviewed at Site Visit
Pacing Guides	• Publisher pacing guides for Reading Street and Envision Math
Curriculum Maps	• Arizona Standards and pacing aligned to curricular resources
Lesson plans	• Sample lesson plans provided
Weekly assessments	• For 2014 each teacher will create 30 Galileo tests • Currently using teacher created assessments and curriculum resource assessments
Weekly grade level meeting documentation	• Minimal documentation for 2013
Teacher observation and evaluation documentation	• Peer to peer classroom observation form • Classroom observation form • Teacher evaluation form and rubric
Assessment calendar	• Assessment calendar for benchmark assessments, DIBELS
Curriculum review documentation	• No formal documentation provided

Small group lessons demonstrating differentiated instruction	• Manipulatives for small group instruction, lesson plans
Data review team documentation	• DIBELS kindergarten only • DIBELS and Galileo data binders •
Ability grouping documentation for ELL	• ILLP in classroom
Professional development documentation	• Professional development schedule • Preservice sign-in sheets • PD sign-in sheets for September and February
ILLP documentation	• Sample student ILLP

Staff requested further information regarding areas not addressed in the Demonstration of Sufficient Progress. The table below identifies whether or not those areas were determined to be sufficient.

Evidence Requested	Evidence Provided	Sufficient
Evidence of a professional development plan that contributed to increased student growth in Math	• Minimal documentation of professional development provided	
Evidence of a professional development plan that contributed to increased student growth in Reading	• Minimal documentation of professional development provided	
Evidence of a professional development plan that contributed to increased student growth in Math for students with growth percentiles in the lowest 25%	• Minimal documentation of professional development provided	

Evidence of a professional development plan that contributed to increased student growth in Reading for students with growth percentiles in the lowest 25%	• Minimal documentation of professional development provided	
Evidence of a professional development plan that contributes to increased student proficiency in Math	• Minimal documentation of professional development provided	
Evidence of a professional development plan that contributes to increased student proficiency in Reading	• Minimal documentation of professional development provided	
Evidence of a plan for monitoring and documenting student proficiency in Math for ELL students, FRL students, and students with disabilities	• SPED and ELL data was on display in data room. • Data provided demonstrates increase % of students scoring FFB in Reading and Math	
Evidence of a plan for monitoring and documenting student proficiency in Reading for ELL students, FRL students, and students with disabilities	• SPED and ELL data was on display in data room. • Data provided demonstrates increase % of students scoring FFB in Reading and Math	
Evidence of a professional development plan that contributed to increased student proficiency in Math for ELL students, FRL students, and students with disabilities	• Minimal documentation of professional development provided	
Evidence of a professional development plan that contributed to increased student proficiency in Reading for ELL students, FRL students, and students with disabilities	• Minimal documentation of professional development provided	
Evidence of a professional development plan that contributed to increased student proficiency in Math for FRL students	• Minimal documentation of professional development provided	
Evidence of a professional development plan that contributed to increased student proficiency in Reading for FRL students	• Minimal documentation of professional development provided	

Evidence of a professional development plan that contributed to increased student proficiency in Math for students with disabilities	• Minimal documentation of professional development provided	
Evidence of a professional development plan that contributed to increased student proficiency in Reading for students with disabilities	• Minimal documentation of professional development provided	

Questions

Describe the process used to determine if intervention services are successful

Who is responsible for checking weekly submitted lesson plans?

Describe the process used for collecting and compiling Galileo data so teachers can target individual student needs