Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: American Leadership Academy, Inc.
School Name: ALA Mesa
Site Visit Date: November 17, 2014

Required for: Expansion - New School Site, Enrollment Cap
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
1. Saxon Math Correlation to Common Core State Standards: Saxon Math Course 1, grade 6; Grammar & Writing 4; Junior Great Books Series 3; SRA Reading Mastery grade 2; Shurley English level 1; Spalding Education, grade K; Hake	Charter holder indicated the intended purpose of the document was to demonstrate: document used in the process used to adopt curriculum ASBCS staff: found the document lists ACCR Standards by number and text, and the lessons and page numbers in the Saxon text where instructed and where maintained. According to the Charter Holder, these documents were used in the analysis at all grade levels. A copy of this document was not taken because: it is available on the Saxon website without a subscription.
2. 2013-14 Curriculum Slideshow with research reprts	Charter holder indicated the intended purpose of the document was to demonstrate: document used in the process used to adopt curriculum ASBCS staff: found that the document shows the implemented curriculum at the time, proposal for ELS adding Junior Great Books to Shirley English and Spalding Phonics, and issues related to the implementation of Singapore Math, and suggestions for improvement from The Odyssey preparatory Academy, the background of Saxon Math, and the comparison between Saxon and Singapore showing pros and cons, and proposal for implementation of half day of PD monthly to provide necessary training. Presented to the ALA board for decision on adopting curriculum, summer 2013. A copy of this document was taken because: it provides evidence of a process to evaluate and adopt curriculum.
3. Standards Mastery Documents, 3rd grade Math Number and operation - Fractions	Charter holder indicated the intended purpose of the document was to demonstrate: the process used to ensure the curriculum aligns to the standards, the process used for evaluating curriculum, and the process used for identifying the need for supplemental curriculum. ASBCS staff: found this document identified specific 3rd grade ACCR Standards in Math (3.NF.1-3), the archived Performance Objective aligned to that standard, the 4th grade standard aligned to the 3rd grade standard, as the curriculum is taught a year accelerated, and what Saxon lesson those standards are taught in the text. The document also lists the most recent benchmark assessment score for that standard and grade, and identifies the current lesson

	the teacher is on, so that the leadership can ensure that the standards are taught effectively by the curriculum. Any gaps identified through this process are identified for possible adoption of supplemental curriculum. A copy of this document was taken because: it provides evidence of the implementation of processes to evaluate curriculum, and to ensure the curriculum aligns to ACCR Standards.
4. Mathematics Standards Continuum	Charter holder indicated the intended purpose of the document was to demonstrate: the process used to ensure alignment of curriculum to ACCR Standards. ASBCS staff: found the document identifies ACCR Math standards for each grade level within the Operations and Algebraic Thinking and Expressions and Equations domains. The document lists standards in rows and grade levels in columns so that the content covered by each standard can be aligned across grade levels. This document is used in conjunction with document 3 to align Standards covered by curriculum when content is accelerated by one year. A copy of this document was taken because: it provides evidence of the implementation of processes to ensure the curriculum aligns to ACCR Standards.
5. Singapore Math Grade 4 Standard performance	Charter holder indicated the intended purpose of the document was to demonstrate: the process used to evaluate curriculum. ASBCS staff: found the document lists, by archived strand, concept, and PO, the CBAS 1 performance of ALA students, with where in the textbooks the PO was covered. Identifies many gaps in standard coverage. A copy of this document was taken because: it provides evidence of a process used to evaluate curriculum.
6. Singapore Math Standards Alignment, grades 1 and 2	Charter holder indicated the intended purpose of the document was to demonstrate: the process used to evaluate curriculum. ASBCS staff: found that the document identifies the ACCR Standards covered by each lesson in the Singapore Math textbook, as well as, by standard, identification of where coverage occurred in the text. A copy of this document was taken because: provides evidence of the process used to evaluate curriculum.
7. ELA Curriculum Map, grade 3 See C. 11	Charter holder indicated the intended purpose of the document was to demonstrate: tools which identify what needs to be taught and the sequence ASBCS staff: found this document identifies, by day and week, the lesson in Spalding Writing, Spalding Spelling, and Spalding Reading, and the ACCR Standards covered by each lesson. The Charter Holder stated that this document has been completed for grade 3 only, and is in process of being finished for other grades. The Charter Holder stated that currently, teachers are using document 3 to identify pacing.

	A copy of this document was taken because: it provides evidence of tools which communicate what must be taught when.
8. Curriculum Mapping Project presentation, Curriculum Team Expectations and Timeline, and Curriculum Team Roster	Charter holder indicated the intended purpose of the document was to demonstrate: the process used to develop and implement curriculum, tools used to ensure that curriculum is aligned to ACCR Standards, and how expectations for the use of the tools is communicated. ASBCS staff: found the presentation, presented in March 2014, listed project goals, presented the results of the curriculum survey, identified the staff resource site, presented the timeline for the curriculum mapping process. The Expectations document lists the project goals from the presentation, presents the meeting schedule, and identifies the expectations for participation. The Roster identifies which staff members from each school site participated in the curriculum mapping process. A copy of this document was taken because: provide evidence of the process used to develop and implement curriculum, tools used to ensure that curriculum is aligned to ACCR Standards, and how expectations for the use of the tools is communicated.
9. Meeting notes of curriculum mapping team	Charter holder indicated the intended purpose of the document was to demonstrate: the process used to evaluate and implement curriculum. ASBCS staff: found this document listed the outcomes or action items for each agenda item for 11 meetings of the curriculum committee between March 10, 2014 and June 5, 2014. A copy of this document was taken because: provides evidence of the process used to evaluate and implement curriculum.
10. 5th Grade Curriculum Review and Survey	Charter holder indicated the intended purpose of the document was to demonstrate: the process used to evaluate and implement the curriculum. ASBCS staff: found that the Review document provides the results of a meeting between the curriculum coordinator and the 5th grade team regarding the pros and cons of curriculums in use, with proposals for improvement. These proposals were translated into the survey. The results of the survey were included in document #8. A copy of this document was taken because: provides evidence of the process used to evaluate and implement the curriculum.
11. 3rd grade curriculum map; 3rd grade lesson plans for Week 6; Mesa	Charter holder indicated the intended purpose of the document was to demonstrate: the process to implement curriculum. ASBCS staff: found that these documents demonstrate the process for implementation of curriculum and

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Intervention Tracking sheet	Tools used for grade 3. The Charter Holder stated that the Curriculum Map, which lists by week the objectives for Math, Reading, Writing, and other curricular areas. The teacher uses document #3 to align these objectives to ACCR Standards and create lesson plans. The lesson plans are created by both teachers in grade 3 at the school site. The lesson plan identifies the time segment, and for each segment, the subject, objective, and standard covered, as well as the activities and assessment, vocabulary, and materials. The intervention tracking sheet identifies the mastery level by standard for each school site on Galileo CBAS #1, and identifies focus standards for reteaching. A copy of this document was taken because: provides evidence of the process to implement curriculum.
12. Curriculum Database – Early Stages (4th grade ELA)	Charter holder indicated the intended purpose of the document was to demonstrate: the process to ensure that all ACCR standards are taught during the course of the year. ASBCS staff: found the document lists, for 4th grade ELA, each ACCR standard by number and text, (if the standard has been assessed this year) assessment results for pretest or CBAS #1; and the materials in Hake or Junior Great Books aligned to that Standard. The Charter Holder stated that this document is not complete, and that if gaps identified through the evaluation process were addressed through supplemental curriculum, those lessons have not been included in this document. A copy of this document was taken because: provides evidence of the process to ensure that all ACCR standards are taught during the course of the year.
13. 5th Grade PLC Report – Week of October 13; PLC Schedule; PLC Report with Intervention Also I.1	Charter holder indicated the intended purpose of the document was to demonstrate: the process used to ensure that teachers are using the tools, alignment of the standards, communication of expectations for the use of the tools, and process for data analysis. ASBCS staff: found the document identifies the people involved in the PLC meeting, the agenda items, notes, questions after the meeting, and RTI plans for each teacher. The agenda items include map alignment, data analysis, curriculum needs, and lesson planning. The Schedule identifies when the weekly grade-level PLC meeting occurs. The PLC Report provides data from the Galileo pretest by standard for Math, and the mastery level for each teacher, the site, and the district. The Charter Holder stated that the data was discussed at the PLC meeting and used to develop the RTI plan. A copy of this document was taken because: provides evidence of the process used to ensure that teachers are using the tools, alignment of the standards, communication of expectations for the use of the tools, and process for data analysis.
14. 5th grade Curriculum Review Notes: Academic Department, October	Charter holder indicated the intended purpose of the document was to demonstrate: the process currently being used to review curriculum.

2014	ASBCS staff: found that this document lists the results of a meeting on October 27 between Chelsea Greise and the Assistant Directors, with notes about the implementation of each curriculum at each school site. A copy of this document was taken because: provides evidence of the process currently being used to review curriculum.
15. 6th grade lesson plan, with review comments, week of September 22; 2nd Grade lesson plan with review comments, week of October 13	Charter holder indicated the intended purpose of the document was to demonstrate: the process to implement the curriculum ASBCS staff: found that the online documents include the objective and ACCR Standard, by lesson, for the day. The document includes feedback from the assistant director, with communication between the AD and teacher regarding the review (for 6th) or comment indicating was reviewed and met standard (for 2nd). The Charter Holder stated that the areas to be reviewed are informed by PLC and coaching. A copy of this document was not taken because: it was presented online.
16. 4-6 SPED Teacher Schdule; SPED Teacher weekly lesson plans, Otober 27; 5th grade weekly lesson plans, October 27	Charter holder indicated the intended purpose of the document was to demonstrate: how the curriculum is adapted to meet the needs of students with disabilities. ASBCS staff: found the schedule document identifies intervention and planning time for the SPED teacher for grades 4-6. The Charter Holder stated that there are currently no students in 4th grade needing SPED services. The lesson plans show general alignment between the topics and lessons covered in the general education classromm and the material covered in the SPED pull-out lessons. The Charter Holder stated that Saxon Math comes with adapted material, allowing the SPED teacher to stay aligned to the daily topic, but that Hake Writing does not, so the SPED teacher must make adaptations, resulting in lessons two or three days behind the class. This was reflected in the contents of the lesson. A copy of this document was taken because: provides evidence of how the curriculum is adapted to meet the needs of students with disabilities.
17. ALA Mesa 1st Grade Lesson Plans, Week 15 (Nov. 17); ILLP Attachment A for student A.G.; ILLP Progress Report Attachment B for student A.G.; emails	Charter holder indicated the intended purpose of the document was to demonstrate: how the curriculum is adapted to meet the needs of ELL students. ASBCS staff: found the document identified ELP Standards for Spalsing, Shurley, and Reading lessons. The Attachment A document provides an ILLP for an individual student in 1st grade, with targets aligning to the ELP Standards identified in the lesson plan. Attachment B identifies that the same standards will be used until Qarter 3. The emails ask the teacher to set up a time to review the ILLPs for Quarter 2. A copy of this document was taken because: provides evidence regarding how the curriculum is adapted to meet the

between ELL Coordinator and 1st Grade Teacher.	needs of ELL students.
18. PLC Report – 1st Grade, 6th Grade	Charter holder indicated the intended purpose of the document was to demonstrate: how the curriculum is adapted to meet the needs of student with performance in the bottom 25%. ASBCS staff: found the spreadsheets identify by student the students in the bottom 30% (1st) or bottom 25% (6th), the teacher, the risk level in Math and Reading, the DIBELS level, wither an IEP has been implemented, and for what, whether the student is ELL, whether the student has a 45 day letter and the action plan. A copy of this document was taken because: provides evidence of how the curriculum is adapted to meet the needs of student with performance in the bottom 25%.

I, Hugh Thompson, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on November 17, 2014.

I, Chelsey Griess, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on November17, 2014.

Chelsey Griess