Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Camino Montessori
School Name: Camino Montessori
Site Visit Date: April 17, 2015

Required for: Expansion - Grade Level
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **All Staff Mtg Minutes 2014-11-26** **PD Purchases**	**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:** • Professional development provided included outside workshops, book studies, on-site staff in-service sessions, and topics presented at staff meetings. • The meeting minutes include a staff meeting based upon a book study where teachers participated in a jigsaw activity to share their knowledge learned during the book study. • The Director and both teachers attended the PMP and DSP workshops sponsored by the Arizona Charter Schools Association. • The charter representative stated that resources were purchased based on observed need for teachers including resources to address classroom management/behavior, to address the needs of students with disabilities. • The initial plan focuses on the leadership and instructional staff learning needs already identified while going through the process of creating the school's PMP. • All immediate professional development efforts focus on developing the necessary background knowledge and level of expertise required to create and implement an effective high quality performance management system as outlined in this template. • Instruction Team meetings include dedicated portions of time to develop PD plan • Receipts for book purchases and attendance to workshops and professional development sessions were provided to document the topics and types of professional development school staff received.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.2] **Instructional Meeting 2015-3-6** **All Staff Mtg._Minutes_2014-11-26** **All Staff Mtg_2015-02-18** **All Staff_Minutes_2014-12-17** **All Staff Mtg_Minutes_2015-01-07** **Inst Team Mtg_Data_2014-11-14** **Instructional Meeting 2015-02-20** **Instructional Meeting 2015-03-06** **Teachers 2015-04-08**	**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:** • Instruction Team meetings include dedicated portions of time to develop an initial PD plan • The team evaluates each need in terms of priority—areas of highest importance; which staff needs the training; where, when & how training & what support will be provided—in-service, workshops, consultants, webinars, printed resources; cost considerations; scheduling issues & considerations.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.3] **Staff PD Evidence**	**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:** • A teacher is in the process of receiving Montessori certification for upper elementary levels through the Houston Montessori Center. This professional development includes follow-up monitoring • Professional Development that each teacher has participated in during the school year is identified in the Staff PD Evidence folder. Items that are specific to a teacher were provided based on individual teacher need.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.4] **Close Reading** **Great Books Share Inquire Registration** **Supporting Latecomers to Montessori Classroom** **Positive Discipline 2015-2-1** **Responsive Classroom 2015-3-6**	**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:** • Teachers received training focused on getting students new to Montessori instructional methodology up to speed on terminology and essential components of the Montessori model. • School-wide professional development was provided to support implementation of core components of the schools program of instruction including Junior Great Books training, Close Reading, STAR assessment. • School-wide professional development was provided to address topics to support instruction including classroom management and behavior management.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.5] **Staff Mtg 2015-2-18**	**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:** • As follow-up to behavior professional development teachers observed classrooms to provide feedback and support to peers regarding the implementation of behavioral strategies in the classroom. • During staff meetings discussions occurred regarding implementation of strategies during professional development sessions.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.6] **PD Purchases** **Close Rdg_LehmanRoberts**	**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:** • Receipts for book purchases and attendance to workshops and professional development sessions were provided to document the topics and types of professional development school staff received. • Support materials related to professional development sessions are available to teachers to support high quality implementation of skills and strategies learned through professional development. Including materials for Close Reading and Junior Great Books. • Camino has used a large portion of AZ CSP money to provide PD development opportunities that include sponsoring two teachers for Montessori teacher certification, creating an onsite teacher video/printed resource library, as well as providing other opportunities to the Director and staff to attend workshops and seminars focused on curriculum, CCRS, and instruction.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.7] **Staff Mtg 2015-2-18** **Houston Montessori Center Observation Forms**	**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:** • Houston Montessori Center observation forms document feedback provided to the teacher participating in the program. The observation includes specific comments as well as an evaluation using criteria that are monitored. • As follow-up to behavior professional development teachers observed classrooms to provide feedback and support to peers regarding the implementation of behavioral strategies in the classroom.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[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:** • Houston Montessori Center observation forms document feedback provided to the teacher participating in the program. The observation includes specific comments as well as an evaluation using criteria that are monitored. • As follow-up to behavior professional development teachers observed classrooms to provide feedback and support to peers regarding the implementation of behavioral strategies in the classroom.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.9] **Staff Meeting Agenda 11-14-2014**	**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%. **The documents provided demonstrate evidence of the following:** • Instructional staff participated in training to analyze data for the purposes of evaluating and adjusting curriculum and instruction to meet the needs of students with proficiency in the bottom 25%. Training focused on analyzing data and creating instructional groups of students.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[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:** • Instructional staff participated in training to analyze data for the purposes of evaluating and adjusting curriculum and instruction to meet the needs of ELLs. Training focused on analyzing data and creating instructional groups of students. • The charter representative stated that the ELL students enrolled at the school are at proficiency and being monitored for continued proficiency. The charter representative indicated that the school has begun identifying professional development resources to address the broader scope of need of ELL students that may enroll in the future.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[P.11]	**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 Free and Reduced Lunch (FRL) students **The documents provided demonstrate evidence of the following:** • Instructional staff participated in training to analyze data for the purposes of evaluating and adjusting curriculum and instruction to meet the needs of FRL-eligible students. Training focused on analyzing data and creating instructional groups of students.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[P.12] **All Staff Mtg_2014-7-29 Teacher Reference_Special Needs**	**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:** • Instructional staff participated in training to analyze data for the purposes of evaluating and adjusting curriculum and instruction to meet the needs of students with disabilities. Training focused on analyzing data and creating instructional groups of students. • The charter representative stated that the students with disabilities enrolled at the school are at proficiency and being monitored for continued proficiency. The charter representative indicated that the school has begun identifying professional development resources to address the broader scope of need of students with disabilities that may enroll in the future.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.