Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: George Gervin Youth Center, Inc.
School Name: George Gervin Prep Academy
Site Visit Date: April 16, 2015

Required for: Expansion - Grade Level
Evaluation Criteria Area: ~~Assessment~~

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **1.Lesson Plan Summary** **2.Walkthrough Summary** **3.Lesson Plan Rubric** **4.Charlotte Danielson Model**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for monitoring the integration of standards into classroom instruction and how the Charter Holder monitors whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity. **The documents provided demonstrate evidence of the following:** • All teachers are required to submit lesson plans for review to the Academic Team which, Includes the lead teachers and the Principal (Administrator of Academics). The lesson plan reviews are weighted to a lesson plan rubric that outlines specifics such as alignment to our (BT) pacing calendar, alignment to ACCR Standards, as well as follow Douglas Fischer instructional cycle. • The Administrator of Academics performs weekly classroom walkthroughs to ensure the teachers are teaching to the lesson plans. Walkthroughs are weighted to a rubric that is based off Charlotte Danielson's Framework for Teacher. Once a walkthrough is complete a summary is emailed to the teacher by the end of the school day.
	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.
[M.2] **1.Weekly Tracker results** **2.Quarterly review of comprehensive benchmark by grade by subject** **3.Calendar of benchmark testing** **4.Walkthrough data** **5.Item Analysis** **6.End of year testing results (AIMS, AzMerit)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year. **The documents provided demonstrate evidence of the following:** • Monitoring the effectiveness of standards-based instruction is done Quarterly through our Benchmark testing provided by Galileo. Analysis of this data takes place the Wednesday immediately following conclusion of the testing window. • In a separate practice, we conduct a quarterly analysis of benchmark and academic data in relations to instructional Monitoring. Our systematic approach to evaluating instructional practices comes from Monitoring of Instructional Content – Quarterly, and our monitoring of Instructional Practices – Weekly.
	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.

[M.3] **1.Quality of Lesson Plans/Rubrics/Summary Sheets** **2.Walkthrough Rubric/Summary Sheets** **3.Charlotte Danielson Model rubric for effective instructional practice** **4.Results of formatives, summative results, and classroom work.** **5.Post Action Report** **6.School Profile Report**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for evaluating instructional practices and how this process evaluates the quality of instruction. **The documents provided demonstrate evidence of the following:** • Walkthrough documents record an evaluation of classroom instruction using domain 2 and domain 3 of the Danielson Framework for teaching. For each criterion in each domain teachers receive a rating. The description provided for the rating identifies the quality of instruction as evaluated during the walkthrough. • The rubric used for evaluating each of the domains is included in the GGPA Evaluation Guide for Teachers.
	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.
[M.4] **1.School Profile** **2.Monitoring of Instructional Content –Quarterly AAR** **3.Instructional Profile** **4.Walkthrough Summaries** **5.Growth Plan template** **6.Concern Memos**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how this process identifies individual strengths, weaknesses, and needs. **The documents provided demonstrate evidence of the following:** • The walkthrough and evaluations have a rubric that includes a performance scale: Unsatisfactory, Approaching, Proficient, and Distinguished that identifies strengths, weaknesses, and needs. The walkthrough and evaluation forms include these categories to identify which areas are evaluated as strengths, weaknesses, and needs.
	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.
[M.5] **1.Walkthrough Summary**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices. **The documents provided demonstrate evidence of the following:** • Weekly classroom observations and lesson plan reviews. Each have their own rubric and an evaluation sheet is sent to the teachers as well as archived in shared folder viewable to the administration. Email screenshots were provided to demonstrate that teachers receive electronic versions of Walkthroughs and notes. • Furthermore, after each formal observation, a professional growth plan is established so that there is a formal record for the teacher in improving areas of planning and preparation, classroom environment, instruction and professional responsibilities – from our teacher evaluation system a framework for teaching.

	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.
[M.6] **1.Monitoring of Instructional Content –Quarterly AAR** **2.Sustaining the Curriculum Process – Quarterly Documents** **3.Plan for RTC** **4.Training Agendas and Certificates** **Instructional and Classroom Management Growth Plan documents**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder analyzes this information, what the data about quality of instruction tells the Charter Holder, and what the Charter Holder has done in response. **The documents provided demonstrate evidence of the following:** • The first quarter analysis shows we need to sustain our implementation of our curricular framework, revise our thinking in the responsible thinking classroom (RTC) policy and procedures and improve on the timetable for our reteach and enrich policy and procedures. • 2015 Needs Assessment and Summary of Findings was used to identify instructional trends of staff and identified areas of improvement to be addressed by school-wide professional development. • Teachers are assigned individual growth plans based on identified areas of needs from observations and walkthroughs. Teacher growth plans reviewed addressed classroom management and effective instructional strategies.
	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.
[M.7] **1.BT Formatives** **2.Reteach/Enrich weekly groupings** **3.Assignments from Reteach/Enrich** **4.Assignments from Saturday School**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%. **The documents provided demonstrate evidence of the following:** • Lesson Plan Report records that lesson plans are reviewed for the inclusion of skill for the diverse needs of students in the classroom. • During walkthrough observations teachers are evaluated in their ability to incorporate appropriate groupings, activities and materials suitable for the needs of students 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.

[M.8] **1.Lesson Plan Template** **2.ILLP Form**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • Lesson Plan Report records that lesson plans are reviewed for the inclusion of skill for the diverse needs of students in the classroom. • During walkthrough observations teachers are evaluated in their ability to incorporate appropriate groupings, activities and materials suitable for the needs of students 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.
[M.9] **95% FRL population**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students. **Not Applicable**
	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.
[M.10] **1.Lesson Plan Template** **2.Sample IEP** **3.Resource room sign-in sheet**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • Lesson Plan Report records that lesson plans are reviewed for the inclusion of skill for the diverse needs of students in the classroom. • During walkthrough observations teachers are evaluated in their ability to incorporate appropriate groupings, activities and materials suitable for the needs of students in the classroom. • Classroom Observation Forms are completed by the special education teacher. These forms record the instructional methods used by the teacher, instructional resources used, and specific notes for the teacher.

	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.