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: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] ***Curriculum Review and Selection Rubric*** ***Classroom Instruction, Assessment, Data presentation***	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards. **The documents provided demonstrate evidence of the following:** • The Charter Holder presented the Curriculum Review and Selection Rubric, used to evaluate curriculum on a number of areas, and evidence of use for the Beyond Textbooks curriculum • The Charter Holder presented evidence that the Galileo Benchmark assessments, BT weekly assessments, and formative assessments are used consistently to evaluate the effectiveness of the curriculum in enabling students to meet the standards.
	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.
[C.2] **1.Teacher standards book, lesson plans pacing calendar, email Lesson Plan Review** **2.Agendas** ***Communications with BT regarding concerns*** ***Unwrapped standard*** ***Lesson Plan***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided demonstrate evidence of the following:** • The first step in identifying gaps is when the content area teacher reviews the standards for alignment, relevancy and prior year performance results. • Once the specific area is identified as a consensus is established the school leadership approaches the curriculum vendor for clarification and direction. The Charter Holder described situations where teachers identified weaknesses or gaps with the BT curriculum, and provided evidence of email communications. • The student intervention team also develops a replacement of materials with those that have the proper level of rigor, DOK, relevancy and activities to ensure the area where the gap exits is being properly addressed. The Charter Holder described that certain unwrapped standards from BT were found to have DOK levels of no higher than 2, so lesson plans were modified to include questions at higher DOK levels.

	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.
[C.3] **1.After Action Report** **3.BOD Minutes Adopting new/modified Curriculum *with p. 2*** ***Curriculum Review and Selection Rubric***	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:** • The process is to look at the data from the annual review and Post Action Plan then, all stakeholders determined the level of overhaul such as adopting a new curriculum due to large gaps or revising existing curriculum based on some minor tweaks needed. • Once determined, rather than to secure new curriculum materials or revise existing materials, a plan is put in place to fill the gaps as best as possible.
	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.
[C.4] **4.Sign-in sheets of curriculum meetings**	**Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • Teachers, Technology Integration Coordinator, School Leadership (Principal, Superintendent), and School Governing Board of Directors.
	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.

[C.5] **1.Curriculum Rubric** **2.Annual Review Team Meeting** **3.Board Minutes *with p. 2*** **4.Procurement (Purchase orders, check etc.)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt. **The documents provided demonstrate evidence of the following:** • Upon identifying curriculum is the area of concern the Technology Integration Coordinator is asked to seek explore other options. At least three additional options must be presented for review. Upon review of the materials and interviews being held with the potentially new curriculum providers staff makes a recommendation to the Board of Directors.
	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.
[C.6] **1.Teacher observations** **2.Weekly reviews of lesson plans** **3.Monthly review of pacing guide status** **4.Weekly student intervention team plans** **5.Weekly tracker review** **6.Reteach /Enrich meeting minutes** **7.Formative Assessment results** **8.Supplemental materials review**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder. **The documents provided demonstrate evidence of the following:** • To ensure fidelity is given to the curriculum implementation process the following actions occur: teacher observations; weekly review of lesson plans; monthly review of pacing guide status; weekly student intervention team plans; weekly tracker review; reteach/enrich meeting minutes; formative assessment results; supplemental materials review; review of weekly goals and objectives; Quarterly Post Action Plan.
	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.
[C.7] **1.ACCR Standards binder** **2.Lesson Plan review and Rubric** **3.Pacing Calendar** **4.Walk thru summary observations** **5.BT standards check-list** ***Agenda for meeting where standards were crosswalked***	**Charter holder indicated the intended purpose of the document was to demonstrate:** that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided demonstrate evidence of the following:** • Existing tools: AZCCR Standards binder; lesson plans; pacing calendar; to ensure grade level and content is covered during the school year, the Principal and/or designee conducts weekly lesson plan reviews using a lesson plan Rubric that confirms alignment to the pacing calendar. • The Charter Holder described a process at the beginning of the year where each teacher took BT Pacing Calendars and cross-referenced them against the State standards.

	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.
[C.8] **1.Weekly review of lesson plans** **2.Walk-thru data** **3.Pacing Calendar** **4.Two-week Summer Institute Agenda** **5.Teacher Evaluation Tool** ***Emails regarding use of lesson plans*** ***BT Non-negotiables*** ***Lesson Plan Presentation***	**Charter holder indicated the intended purpose of the document was to demonstrate:** the expectation for consistent use of these tools and how these expectations are communicated. **The documents provided demonstrate evidence of the following:** • Consistent use of the tools are monitored through: weekly review of lesson plans; walk-thru data; pacing calendar monitoring; posting of essential questions on the whiteboard; administering the common formative assessments in reading and math; use of the Beyond Textbooks unwrapped standards document to drive the lesson planning process; use of the weekly standards Tracker; develop of the weekly action plan that directs enrich and reteach efforts. • These efforts are communicated at the beginning of the school year, reinforced weekly through lesson plan reviews. The expectations are part of the Teacher Evaluation Tool and comments on teacher observation documents. The Charter Holder indicated that these were communicated through the BT Non-Negotiables and the Lesson Plan Presentation at the Summer Institute.
	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.
[C.9] **1.Principal Walkthrough Summary of Observation and Lesson Plan Reviews** **2.Standards Leadership Tracking form** **3.Pacing Calendar** **4.Feedback Memos**	**Charter holder indicated the intended purpose of the document was to demonstrate:** evidence to demonstrate usage of these tools in the classroom and alignment with instruction. **The documents provided demonstrate evidence of the following:** • Usage of tools in the classroom and alignment with instruction occurs as follows: walkthrough observations; weekly review of lesson plans; monitoring of pacing calendar; leadership alignment of lesson plans compared to instructional activities 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.

[C.10] **1.Teacher Standards binder** ***BT Pacing Calendars***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • Teaching staff and school leadership reviews the curriculum materials to ensure alignment with ACCRS and verifies through their curriculum planning process that each standard is addressed through the curriculum database.
	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.
[C.11] **1.BT Framework Outline** **2.BT Unwrapped documents** **3.BT reteach plan** **4.Universal Design for Learning Guidelines** ***Paulson Summer Vocabulary*** ***Math summer school reteach materials*** ***BT Tracker*** ***Modified Lesson Plan for Intervention Class, with lesson Plan Review***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with proficiency in the bottom 25%. **The documents provided demonstrate evidence of the following:** • The Charter Holder presented materials presented at the free summer school program for struggling students in reading and math. • The Charter Holder presented evidence that modified lesson plans are used for intervention classes addressing students in the bottom 25%, ELL students, and students with disabilities.
	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.
[C.12] **2.BT ELL Cheat Sheet/Training** **3.Universal Design for Learning Guidelines** ***Modified Lesson Plan for Intervention Class, with lesson Plan Review***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • The Charter Holder presented evidence that modified lesson plans are used for intervention classes addressing students in the bottom 25%, ELL students, and students with disabilities. • The Charter Holder presented BT ELL Cheat Sheet and Universal Design for Learning describing how curriculum is adapted to meet the needs of ELL 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.
[C.13]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students. **N/A**
[C.14] **2.Universal Design for Learning Guidelines** ***Seven Strategies for Special Education Students training*** ***BT Differentiation for Special Needs with Unwrapped Documents*** ***Modified Lesson Plan for Intervention Class, with lesson Plan Review***	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • The Charter Holder presented evidence that BT provides differentiation to use with the Unwrapped Documents for each standard, and that training was presented by BT in October. • The Charter Holder presented evidence that modified lesson plans are used for intervention classes addressing students in the bottom 25%, ELL students, and students with disabilities.
	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.