Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: **International Charter School of Arizona**
School Name: **International Charter School of Arizona**
Site Visit Date: **August 22, 2014**

Required for: **Expansion - New School Site**
Evaluation Criteria Area: **Curriculum**

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] Beyond Textbooks Evaluation Material: Certificate of Achievement for attendance Beyond Textbooks Gaining The Vision Training; Gaining the Vision Agenda	Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt curriculum ASBCS staff: Professional development document of training, agenda provides overview of the BT program and samples of curricular documents (curriculum calendar, sample lesson plan) A copy of this document was taken because: demonstrate process used to evaluate BT curriculum
[C.2] Email documents regarding BT demo account	Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt curriuclum ASBCS staff: emails identify teachers provided demo log-in for teachers to try out BT curriculum resources. E-mail identifies team members that participated in review of curriculum resources. Emails from team members document feedback including strengths of the program, questions for further investigation A copy of this document was taken because: demonstrate process used to evaluate BT curriculum
[C.3]Pearson Math Pacing chart for Course 2 (7th grade) Clues to a Culture and Standards Checklist for Grade Six	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently ASBCS staff: pacing chart identifies the number of instructional days for each chapter of the textbook. Identifies the pace expected for teachers to use for providing instruction. Clues to a Culture document identifies focus standards for ELA, suggested texts for use in the unit. Standards checklist documents ELA standards for grade six and identifies whether standards is a focus standards or if an activity or assessment occurs within each of the 6 units. A copy of this document was taken because: demonstrate the expectations for implementing curriculum

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[C.4] BT website	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently ASBCS staff: BT website contains calendar to identify standards to be taught, the amount of time allocated to provide instruction for that standard. For each standard the BT site contains the resources available for the teacher to use for instruction. Resources also identified adaptation for subgroups (accommodations and interventions section of lesson resources) address needs of bottom 25%. BT does not currently have ELP standards within its framework, however teachers use BT resources to align ELP standards to ACCR standards within BT provide instruction. A copy of this document was not taken because: documents are within password protected BT site. Resources were reviewed during the site visit.
[C.5] Hillcrest BT Overview and	Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt curriculum ASBCS staff: Documents were provided to parents to describes the features and benefits of the BT curriculum. Document identifies the reasons the BT curriculum was selected, and how it will be used by teachers. A copy of this document was taken because: demonstrates process used to evaluate BT curriculum
[C.6]BT Non-negotiables	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently ASBCS staff: documents describe the expectations for teacher use of BT curricular resources. Identifies expectations for use of specific resources (calendars, essential standards, and unwrapped documents), expectation for planning one month in advance A copy of this document was taken because: demonstrate process to implement curriculum consistently
[C.7] Principal Meeting 6/25	Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt curriculum ASBCS staff: principal meeting documents the criteria used for selecting BT curriculum A copy of this document was taken because: demonstrate process for adopting curriculum
[C.8] Lesson Plans	Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently ASBCS staff: lesson plans identify standards, includes objectives, materials, student activities, assessments for each instructional day. Content is consistent for Math and ELA lesson plans. Lesson plans were provided for Math 7, Language Arts 9, Math 5/6, A copy of this document was taken because: process to implement curriculum consistently

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[C.9] New Curriculum Adoption Methods and Criteria	**Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt curriculum** **ASBCS staff: outline of new curriculum adoption methods and criteria includes list of who was involved in curriculum adoption process, criteria used to review curriculum, dates for BT training, list of reasons for selecting BT curriculum** **A copy of this document was taken because: document process used to adopt curriculum**
[C.10] teacher handbook pages regarding curriculum map and lesson plans	**Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently** **ASBCS staff: document describes expectation for use of curriculum maps and lesson plans, includes expectation for submission of lesson plans one week in advance,** **A copy of this document was taken because: demonstrate process for implementing curriculum consistently**
[C.11] Welcome Hillcrest Faculty presentation	**Charter holder indicated the intended purpose of the document was to demonstrate: system to implement curriculum consistently** **ASBCS staff: documents identify expectation for assessments, lesson planning. Indicates expectation for identifying standard in each lesson, creation of lessons by Sunday for following week.** **A copy of this document was taken because: demonstrate process for implementing curriculum consistently**

I, STEVE SARMENTO, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on August 22, 2014. _____

I, JERAD HUNSAKER, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on August 22, 2014. _____

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Site Visit Date: **August 22, 2014**

Required for: **Expansion - New School Site**
Evaluation Criteria Area: **Instruction**

Document Name/Identification	Intended Purpose and Discussion Outcome
[I.1] emails dated December 3, 2013 and September 10, 2013	Charter holder indicated the intended purpose of the document was to demonstrate: system to monitor the integration of standards into classroom instruction ASBCS staff: emails document the expectation that teachers submit lesson plans for the following week by Friday. (expectation of inclusion of standards within lesson plans is documented in [C.11]. A copy of this document was taken because: demonstrate communication of expectation of weekly submission of lesson plans
[I.2] Lesson Plans ELA and Math for grades 5-9	Charter holder indicated the intended purpose of the document was to demonstrate: system to monitor the integration of standards into classroom instruction ASBCS staff: Lesson plans for ELA identify ACCR standards, same standard (RI.6.1) was present for 4 consecutive weeks on lesson plans. Instructional activities do change from week to week, but no change in identified standard and objectives or assessment and homework. Math lesson plans identify NCTM standards for 5-8. 9th grade Math lesson plans identify ACCR standards for Algebra, lesson plans also identify 7th grade standards, and "All from unit 3". A copy of this document was taken because: do not demonstrates that standards identified in lessons correspond to pacing, or that a system was in place for monitoring lesson plans
[I.3] Teacher Self-Evaluation Forms	Charter holder indicated the intended purpose of the document was to demonstrate: system to evaluate the instructional practices of teachers ASBCS staff: Documents were used by the principal for teacher observations of classroom instruction. A Set for December 9 and a set for April 28th were provided. Forms identify that teachers were evaluated as either satisfactory or needs improvement in multiple areas. Forms do not indicate that follow-up was provided. Instructional quality is minimally addressed in the criteria. A copy of this document was taken because: demonstrate the criteria used to evaluate teachers

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Charter Holder Name: **International Charter School of Arizona**
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Site Visit Date: **August 22, 2014**

Required for: **Expansion - New School Site**
Evaluation Criteria Area: **Professional Development**

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] Professional Development Calendar and Agendas	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan** **ASBCS staff: calendar identifies specific topics, agendas and sign-in sheets identify the topics, agenda and notes. Topics for agendas and sign-in sheets do not align with the calendar, due to changes made to address the needs of teachers.** **A copy of this document** was **taken because: demonstrate implementation of a professional development plan**
[P.2] Professional development Topics on agendas	**Charter holder indicated the intended purpose of the document was to demonstrate: professional develop to address areas of high importance, curriculum lesson plans, Galileo.** **ASBCS staff: topics on the calendar and agenda identify professional development to support common core** **A copy of this document** was **taken because:**
[P.3] Professional development topics on agendas	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development adapted to meet needs of students in subgroups** **ASBCS staff: agenda topics include – special education, learning difficulty** **A copy of this document** Choose an item. **taken because:**
[P.4] Galileo Teacher Help documents: A Guide for Galileo K-12 Online Test Monitoring; A Guide for Galileo K-12 Online Checking your Class Roster and Student Password; Teacher Instructions for Online Assessments; A Guide for Galileo K-12 Online Test Administration using Give Test Option	**Charter holder indicated the intended purpose of the document was to demonstrate: to support high quality implementation of strategies learned in PD sessions.** **ASBCS staff: documents provided to teachers supporting use of Galileo for creating and administering assessments using Galileo.** **A copy of this document** was not **taken because: documents are publicly available on Galileo website.**

I, Steve Somers, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on August 22, 2014. _____

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I, JERAD HUNSAKER, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on August 22, 2014. _____

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Charter Holder Name: **International Charter School of Arizona**
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Site Visit Date: **August 22, 2014**

Required for: **Expansion - New School Site**
Evaluation Criteria Area: **Assessment**

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] AIMS Prep Schedule for Fridays	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment plan** **ASBCS staff: calendar identifies assessments and dates for assessments from January 17th – April 4th. Schedule identifies the time for each grade level assessment for Math, Writing, Reading, and Science. Schedule includes Galileo benchmark assessments.** **A copy of this document was taken because: demonstrates schedule of assessments**
[A.2] Galileo Intervention Alert report	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment aligned to ACCR standards.** **ASBCS staff: identifies, by standard, student mastery of each ACCR standard.** **A copy of this document was taken because: assessment aligned to ACCR standard.**

I, Steve Salmend, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on August 22, 2014. _____

I, Jerad Hunsaker, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on August 22, 2014. _____

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Charter Holder Name: **International Charter School of Arizona**
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Required for: **Expansion - New School Site**
Evaluation Criteria Area: **Data**

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1] Data Analysis of AIMS 2014 data	**Charter holder indicated the intended purpose of the document was to demonstrate: improved proficiency and growth** **ASBCS staff: Data was calculated compared to state averages, results show that based on charter holder calculations reading proficiency data is expected to be higher than the state average, and the math proficiency is expected to be lower than the state average.** **Median growth for bottom 25%, as calculated by charter holder is 46, which is comparable to median math growth overall.** **A copy of this document was taken because: data for 2014 year**

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