Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Ha:san Educational Services
School Name: Ha:san Preparatory & Leadership School Charter School

Site Visit Date: December 11, 2014
Required for: Failing School
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] 1. Classroom Observation form 2. Content area teacher sign in sheets and notes 3. Differentiated Analysis Sheet 4. Curriculum Calendar 5. Walk Through Curriculum Protocol 6. Student Registration Records 8. Curriculum Action Step Plan 45 Day Screenings SPED 504 SPED IEP SPED Meeting Notes SPED Teacher Input Staff Meeting Notes 2013	**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:** Math teachers meet evaluate the efficacy of curricular content. **The documents provided do not demonstrate evidence of the described processes because:** did not provide evidence of a process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards
[C.2] 1. BASI Data 2. pearson benchmark_001 3. AIMS Assessments 4. Lauras Pre Post test 5. cognitive coaching james_001 6. Curriculum Action Step Plan 7. PMP meeting notes 8. class rosters_001 9. Student Schedules 10. PO for Curriculum	**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 Curriculum Committee modifies and adjusts Math curriculum as evidenced by curriculum committee meeting notes for Math teachers. **The documents provided do not demonstrate evidence of the described processes because:** The Charter Holder did not provide evidence of a process to identify gaps in the Math or Reading curriculum.

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[C.3] **1. PMP meeting notes** **2. HPLS Governing Board Mts 2013 2015 (1)** **3. BASI Data** **4. pearson benchmark_001** **5. AIMS Assessments**	**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 Curriculum Committee modifies and adjusts Math curriculum as evidenced by curriculum committee meeting notes for Math teachers. **The documents provided do not demonstrate evidence of the described processes because:** the Charter Holder did not provide evidence of a process to adopt or revise curriculum based on its evaluation process.
[C.4] **1. PMP meeting notes** **2. HPLS Governing Board Mts 2013 2015 (1)** **3. lesson plan differentiat_001** **4. Course Syllabus 2013-2014** **5. 2013-2014 AZ State Led**	**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:** Multiple parties are involved in the adoption and/or revising curriculum. Documents provided identify the following parties as involved in the curriculum process. • PMP Team members • Curriculum Coach • Math Teachers
[C.5] **1. PMP meeting notes** **2. Corresponding Emails** **3. Summer School 2013** **4. Summer School 2014**	**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:** The PMP Team reviews the materials with teacher, administrator, the materials are either adopted or rejected, but does not describe how. **The documents provided do not demonstrate evidence of the described processes because:** documents provided do not describe how options are evaluated to determine which to adopt.
[C.6] **1. cultural lesson plans_001** **2. lesson plan differentiat_001** **3. rti lesson sample_001** **4. PD Agenda** **5. PD Sign in sheet** **6. Classroom Observations form** **7. master schedules_001**	**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 do not demonstrate evidence of the described processes because:** Documents provided do not demonstrate monitoring whether curriculum is implemented.

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[C.7] **1. Course Syllabus 2013-2014** **2. after school attendance_001** **3. Math tutoring syllabus** **5. State tutoring Sign in sheets** **6. state tutoring logon_001** **7. BASI Data** **7. State tutoring Permission forms** **8. pearson benchmark_001** **9. AIMS Assessments**	**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 do not demonstrate evidence of the described processes because:** Curriculum Calendars are created month by month to identify what will be taught. Plans are adjusted bi-weekly. No standards are identified to demonstrate that the Curriculum Calendars will ensure that all grade-level standards are covered within the academic year.
[C.8] **Staff Development Notes 10/18/13** **1. Corresponding Emails** **2. Classroom Observations form** **3. PD Sign in sheet** **4. Staff Meeting Notes 2013** **5. Curriculum coach Attestation Form** **6. parent sign in sheets_001** **7. sample advisory binder w_001** **8. sample advisory binder w_001** **9. Student Progress Reports 2013-2014** **10. AIMS Assessments** **11. BASI Data** **12. pearson benchmark_001**	**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 do not demonstrate evidence of the described processes because:** staff development notes for October 18, 2013 identify that teaching from Pearson is required for staff. However, monitoring of these expectations was not documented.

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[C.9]
2. Course Syllabus 2013-2014
3. Classroom Observations form
4. pearson benchmark_001
5. AIMS Assessments
cultural lesson plans_001
lesson plan differentiat_001
rti lesson sample_001
	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 do not demonstrate evidence of the described processes because:** The Curriculum Coach monitors instruction in the following ways:
	  o Analysis of teachers' biweekly lesson plans includes evaluation of whether:
	  ▪ lesson plan are aligned to AzCCRS,
	  ▪ required tools and resources are listed
	  ▪ includes all materials, including alternatives necessary for successful implementation of the lesson plan
	  o Informal classroom observations (walk-through) includes evaluation of whether:
	  ▪ Instructional materials and activities are aligned to the purposes of the lesson
	but does not monitor the usage of curricular tools in the classroom, or alignment of instruction.

[C.10] **Pearson Common Core Alignment for Geometry** **Prentice Hall Common Core Alignment for Literature** **1. PO for Curriculum** **2. Course Syllabus 2013-2014** **3. Classroom Observations form** **4. pearson benchmark_001** **5. BASI Data** **6. AIMS Assessments**	**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:** • Publisher provided alignment documents for Pearson Geometry Common Core Edition 2012, and Prentice Hall Common Core Alignment for Literature. The document identify where instructional resources address the listed standards.

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[C.11] **1. rti pd sign in_001** **2. aims lab quiz activity r_001** **3. Student Progress Reports 2013-2014** **4. AIMS Assessments** **5. BASI Data** **6. pearson benchmark_001** **7. HPLS Governing Board Mts 2013 2015 (1)** **Summer School 2013** **Summer School 2014**	**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 HPLS Administration and Faculty has ensured that the curriculum addresses the needs of students of low proficiency by: • Reading Foundations course using Reading Rewards curriculum for students below grade level • Math Foundations course for students below grade level • Lesson plans identify differentiation strategies within lessons • Lesson plans for different student Tiers are provided for differentiation of instruction • Summer School Reading and Math courses provided to identified students • Calendar, syllabi, and lesson plans for summer school courses • Syllabus for after school tutoring
[C.12] **ell test_001** **illp-guidance-document-complete-revised** **SEI Cert.**	**Not Applicable**
[C.13]	**Not applicable.**

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[C.14] **1. SPED IEP** **2. SPED 504** **3. 45 Day Screenings** **4. Staff Meeting Notes 2013** **5. SPED Teacher Input** **6. Staff Meeting Notes 2013** **7. lesson plan differentiat_001**	**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:** • Reading Foundations course using Reading Rewards curriculum for students below grade level • Math Foundations course for students below grade level • Lesson plans identify differentiation strategies within lessons • Lesson plans for different student Tiers are provided for differentiation of instruction • Summer School Reading and Math courses provided to identified students • Calendar, syllabi, and lesson plans for summer school courses • Syllabus for after school tutoring SPED Teacher input form identifies areas student is struggling, to inform the IEP process. IEP forms document accommodations and adjustments to curriculum based on identified student need.

I, Steve Sarmento, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on December 11, 2014. SS

I, Robin Kawakami, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on December 11, 2014. Robin Kawakami

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