Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: James Sandoval Preparatory High School
School Name: Crown Point High School
Site Visit Date: March 12, 2015

Required for: Renewal
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **• A+ Alignment documentation packet** **• Study Island Alignment document** **• A+ lesson Standards packet** **• A+ lesson plans packet** **• Pacing guides packet** **• Connector screen shots packet** **• Weekly Classroom monitoring packet** **• Connector course reports** **• Walkthrough forms with feedback packet** **• Connector Screen shot** **• Achievement data packet** **• Data meetings packet** **• Course title review packet** **• Standards checklist**	**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:** • School leadership completes a Weekly Classroom Monitoring form to document monitoring of classrooms and course progress. Walkthrough evaluation forms include a component related to instruction and curriculum. • Leadership is consistently monitoring student pacing, performance and participation. • Leadership is continually meeting with teachers regarding student pace, performance and participation. • Class reports are used for discussion of data if teachers are not on pace, and implementing the curriculum with fidelity.
[M.2] **• Lesson Test data** **• Connector Screen Shots Student Progress** **• Course completion** **• Connector Screen shots** **• Data Meetings agenda** **• Walk though Admin Teacher Observation of Instruction forms** **• Progress Intervention** **• Weekly classroom Monitoring** **• Annual teacher evaluation**	**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:** • Student achievement is the focal point for the Charter Holder when monitoring effectiveness of standards-based instruction. Assessment data and course completion data are the main avenues the charter holder utilizes to monitor the effectiveness of standards-based instruction throughout the year. The Charter Holder and leadership monitor participation, pace and performance weekly to make timely instructional interventions if needed. • Connector reports are monitored for class progress, proficiency and participation, in week 2, 3, 4, as well as end of term (week 7) as ongoing indicators of effective instruction. • Instructional strategies, implementation of curriculum and alignment of instruction with lesson plans and pacing guides are all monitored during classroom walkthrough observations. • Completion of Progress Intervention Plans and also provide the Charter Holder information related to instructional practices.

[M.3] **• Teacher Evaluation Framework** **• Observation notes** **• Pre and Post Conference notes** **• Student Achievement data (packet)** **• Walk though Observation** **• Completed Teacher Evaluation (packet)**	**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:** • A rubric has been developed based on the Danielson model (planning, environment, instruction, professionalism) for each indicator that clearly articulates the expectations for four distinctive levels of effectiveness (highly effective, effective, developing, and ineffective). • During the course of the year, one announced classroom observation and several unannounced informal classroom observations are done. Prior to the announced observation, the teacher provides a detailed lesson plan corresponding to the lesson being observed. During the observation, the data is recorded based on the established indicators. A post-observation conference is held to review and discuss the teacher's performance. The professional development plan may be revised at this time. The information and discussions during these steps are intended to be formative rather than summative. • Student performance data is reviewed related to student course completion rates and student growth on benchmark assessments. • The "summative" evaluation is based on multiple measures of the teacher's performance over the entire school year.
[M.4] **• Teacher Self-Assessment (packet)** **• Teachers' Personal Professional Development Plan (packet)** **• Walk through Observation Form (packet)** **• Student Achievement Data (packet)** **• Data Meeting Agendas (packet)** **• School Climate Survey (packet)** **• Complete Teacher Evaluation (packet)**	**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:** • Walkthrough observation data provides immediate information related to level of effectiveness and instructional strengths, weakness and needs. • Student assessment data provides critical information on instructional effectiveness and curriculum fidelity to help identify staff strengths, weakness and needs. • The summative review and discussion allow further self-reflection and provide leadership more data into staffs' strengths, weaknesses, and needs.

[M.5] **• Weekly Classroom Monitoring Documentation (packet)** **• Walk through Observation Forms (packet)** **• Coaching Logs** **• Walk through Observation Forms (packet)** **• Teacher Evaluation Pre-Post (packet)** **• Connector Course Screen Shot (packet)**	**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:** • Leadership provides regular informal coaching and one-on-one professional development opportunities to communicate feedback related to staff needs by providing feedback and support of the teachers' personal professional development plans throughout the school year. • Walkthrough information including areas of strength and "deltas" indicating needed change are shared and discussed within a couple days of the classroom observation. • A post-observation conference is held to review and discuss the teacher's performance. • The teacher's personal professional development plan may be revised at this time based on feedback and discussions.
[M.6] **• Walk through Observation Forms (packet)** **• Course Completion Data (packet)** **• Data Meeting Agendas (packet)** **• AIMS Data Analysis (packet)** **• Teacher Evaluations (packet)** **• Coaching Logs** **• Teacher Improvement Plan (packet)** **• Dismissal of Ineffective Staff**	**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 Charter Holder continually reviews data related to student achievement and teacher effectiveness. This data review and analysis process is on-going. • Each term, course completion data is reviewed and analyzed to assess teacher performance. • AIMS outcome data is reviewed in the Fall and Spring as a measure of instructional effectiveness. • Teacher formal evaluations are reviewed annually or as needed. • Developing staff receive direct support from the leadership team as well as peer mentoring and coaching from an external provider. • Struggling staff are placed on an improvement plan and provided with more intensive support to include more frequent coaching, more direct peer support, and closer monitoring by the Charter Holder. • Staff who are not effective and exhibit continued lack of improvement are no longer with the school.

[M.7] **• Connector Student Page Screen Shot (packet)** **• Progress Intervention Plan (packet)** **• Call Logs** **• Progress Intervention Plan (packet)** **• Lesson Plans (packet)** **• Picture of Data Walls** **• Pacing Guides (packet)** **• Lesson Plans (packet)** **• Example of Lesson Guide as Supplemental Material (packet)** **• 4th Block Schedule (packet)** **• AIMS Data Review (packet)** **• Lesson Plans (packet)** **• Progress Report/Course Report (packet)** **• Progress Intervention Plans (packet)** **• AIMS Tutoring Schedule**	**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%/non-proficient students. **The documents provided demonstrate evidence of the following:** • A Minimum 70 % Pass requirement for all lesson assessments and final course exams to ensure instruction is resulting in mastery of content. • Data team meetings that happen weekly are used to assess that students are meeting their mastery goal objectives • conducting walkthrough observations to determine if instruction is aligned with established goals as identified by the 70% pass rate requirement • conducting formal teacher evaluations to provide a summative report of observed instructional delivery and its effectiveness collecting • analyzing student data to determine growth and achievement, as well as, identifying areas needing more focus, remediation, or modification
[M.8] **• Connector** **• Progress Intervention Plan (packet)** **• Data Wall** **• 4th Block Attendance (packet)** **• ILLP Progress Report (packet)**	**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:** • conducting walkthrough observations to determine if instruction is aligned with established goals as stated in the student's ILLP, and monitoring the ILLP progress report • conducting formal teacher evaluations to provide a summative report of observed instructional delivery and its effectiveness collecting • analyzing student data to determine growth and achievement, as well as, identifying areas needing more focus, remediation, or modification
[M.9]	**N/A**

[M.10] **• Weekly Lesson Plan Review (packet)** **• Formal Teacher Observation (packet)** **• Walk through Data Forms (packet)** **• ESS Data Meeting (packet)** **• Student Canvas (packet)** **• Courser Progress Monitor (packet)** **• Term Progress Monitor (packet)** **• Credit Breakdown (packet)**	**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:** • conducting walkthrough observations to determine if instruction is aligned with established goals as stated in the student's IEP • conducting formal teacher evaluations to provide a summative report of observed instructional delivery and its effectiveness collecting • analyzing student data to determine growth and achievement, as well as, identifying areas needing more focus, remediation, or modification