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: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **Pre-Service Agenda and Sign-in** **• PD Calendar and Agendas** **• Weekly Classroom monitoring (Packet)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's professional development plan **The documents provided demonstrate evidence of the following:** • Identification of professional development needs is based on a comprehensive needs assessment. The plan includes: Pre-service week for teachers, quarterly professional development opportunities. • Teachers receive individual coaching to develop skills as identified in individual professional development plans and based on needs identified through classroom walkthrough observations.
[P.2] **Student achievement data (Packet) Teacher personal Professional Plans** **• Data Meetings Agenda (Packet)** **• Self-Readiness Assessment (SRA)** **• Master Calendar** **• Staff Meeting Agenda**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan was developed **The documents provided demonstrate evidence of the following:** • Multiple data sources were utilized and reviewed to provide a comprehensive needs assessment, including AIMS data, SIG Data, Student course needs, Curricular expectations, Teacher levels of proficiency Teacher personal professional development plans, Teacher input, Self-Readiness Assessment • Walkthrough observation data is collected to identify instructional delivery professional development needs. • Student data is reviewed to identify areas of strength and weakness. • A self-readiness-assessment (SRA) was completed by the staff at the beginning of the school year. This assessment provided information to drive decisions related to school improvement as well as professional development needs. • School calendar was reviewed to determine best dates and staff availability, draft of the professional development plan was shared with staff for input. • It was noted and discussed that additional peer and leadership supported professional development would be on-going throughout the school year as needed. • It was also presented that staff were to continue their work on their own personal professional development plan in addition to these professional learning opportunities.

[P.3]
• Pre-Service Agenda (Packet)
• Master Calendar/PD agenda (Packet)
• Walkthrough Observation forms (Packet)
• Teacher Personal Professional Development Plans/Teacher self-assessment.
	Charter holder indicated the intended purpose of the document was to demonstrate: how the professional development plan is aligned with instructional staff learning needs
	
	The documents provided demonstrate evidence of the following:
	• Teachers have Individual Professional Development Plans that identify specific goals, action steps aligned with the goals, and a timeline for measuring progress toward goals. Teachers receive individual coaching on an as needed basis as identified through classroom walkthrough observations and goals in the individual professional development plan
	• PD plans are based on needs identified from the teacher evaluation self-assessment, and is aligned to staff learning needs such as:
	  ○ New instructional framework for staff required training on the content delivery system.
	  ○ Behavior management sessions
	  ○ Academic vocabulary aligned with identified student needs, and staff weaknesses.
	  ○ Low student assessment scores.
	  ○ Beginning teachers lacking formal teaching education.
	  ○ Pacing to improve teacher's use of data to drive instructional decisions
	  ○ Targeting data so all staff are focused on student graduation needs.
	  ○ AIMS data and course completion review for teachers to target students instructional needs.
	  ○ Effectiveness of curriculum, instruction, and assessments.

[P.4] **Self-Readiness Assessment (SRA) (Packet)** **• Academic Vocabulary PD materials: AIMS scores (Packet)** **• Graduation plan documents (packet)** **• Weekly Classroom Monitoring: Walkthrough Observation forms (Packet)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the plan addresses areas of high importance **The documents provided demonstrate evidence of the following:** • The professional development plan focuses on 2 of the principles of highly effective schools: use of data and continuous improvement process. • The Self-Readiness Assessment (SRA) is utilized by ADE's School Improvement Unit to assist schools in identifying their systems in relation to 7 Transformation Principles of highly effective schools • Crown Point's SRA identified the need for improvement the areas of using data to inform instruction • The academic vocabulary professional development addresses the area of importance related to AIMS outcomes and academic success. • AIMS outcomes are of high importance. • Professional development addresses data reviews targeted at students' graduation plans. • Teachers may receive Peer Support PD
[P.5] **Pre-Service agenda and sign in sheets (Packet)** **• Walk through observation forms (Packet)** **• Connector Course screen shot: Progress Intervention Plans; Weekly Classroom Monitoring documentation (Packet)** **• Teacher evaluation framework: Teacher improvement plan process**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder supports high quality implementation of the strategies learned in professional development sessions **The documents provided demonstrate evidence of the following:** • The walk through form has a section specifically designed to track implementation of new learning to identify staff needing additional training. • Feedback is provided during walkthrough observations related to observed use of strategies from professional learning supports implementation. • Areas within the formal evaluations process measure implementation of professional development practices. • Improvement plans provide teachers needing additional support with one-on-one professional learning from peers and the school leadership team. • Teaches meet with peers and receive support meetings as well as materials related to specific topics.

[P.6] **Walkthrough Observation Forms; Peer Support PD Topics; PD Power Points and recorded sessions (Packet)** **• Teacher mentor Scope of work (Packet)** **• NISL Schedule** **• IT Support**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides the resources that are necessary for high quality implementation **The documents provided demonstrate evidence of the following:** • The Charter Holder provides on-site informal mentoring for leadership and staff. • PD Power Points and recorded sessions are used as a resource for staff. • The Charter Holder allocates resources for an outside service provider to provide instructional coaching, teacher mentoring, aligned to the professional development and school improvement plan. • The Charter Holder allocates resources for school leadership's attendance at monthly 2-day NISL conferences. • The Charter Holder leverages resources from his other schools to support applications of professional learning such as content delivery system implementation, technology support, and other area of expertise as needed. • Peers provide support materials and resources to teachers as part of teacher peer professional development.
[P.7] **Walkthrough Observation form & feedback; Weekly Classroom Monitoring documentation; Policies Checklist; Lesson plans (Packet)** **• Connector course display; Connector student progress display; Pacing guides (Packet)** **• Teacher evaluation framework; Improvement Plan process**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors the implementation of the strategies learned in professional development sessions **The documents provided demonstrate evidence of the following:** • The walkthrough observation form utilized by leadership has a component to support implementation of professional development practices. • Areas within the formal evaluations process measure implementation of professional development practices.
[P.8] **Walkthrough Observation form & Feedback; Weekly Classroom Monitoring documentation; Lesson Plans (Packet)** **• Connector course display; Connector student progress display; (Packet)** **• Teacher Evaluation framework (Packet)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors and follows-up with instructional staff to support and develop implementation of the strategies learned in professional development **The documents provided demonstrate evidence of the following:** • The walk through form has a section specifically designed to monitor implementation of new learning and to provide specific feedback to staff. • If low course completion and poor pacing data are noticed (from Connector), immediate additional assistance is provided for those staff members. • The formal evaluations process provides for monitoring and opportunities for feedback and support from leadership.

[P.9] **Weekly Classroom Monitoring documentation; Walkthrough observation forms (Packet)** **• Pre-Service agenda; Pre-service materials (Packet)** **• Materials for Academic Vocabulary PD; Materials for Data; Connector course progress screen shot (Packet)** **• Walkthrough observation forms & feedback**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with proficiency in the bottom 25% **The documents provided demonstrate evidence of the following:** • Pre-service training included training in the use of instructional and assessment tools to assist teacher with providing instruction, adjusting instruction and curriculum to meet the needs of students in the bottom 25%. • Teachers also participated in professional development regarding academic vocabulary to assist students in the bottom 25% in understanding academic vocabulary they encounter in lessons and on assessments.
[P.10] **List documents that serve as evidence of implementation of this process** **• Teaching The selected Terms; Walkthrough observations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of English Language Learners (ELLs) **The documents provided demonstrate evidence of the following:** • Professional development is provided to teachers regarding specific topics to support instruction for ELLs. Professional development topics are addressed during pre-services training regarding ELL Accommodations. Additional professional development focusing on academic vocabulary has also been provided.
[P.11]	**N/A**
[P.12] **PD agenda (Packet)** **• Walkthrough Data Forms (Packet)** **• IEP Binders/ communication logs (Packet)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan ensures that instructional staff receives the type of development required to meet the needs of students with disabilities **The documents provided demonstrate evidence of the following:** • Special Education staff is provided with professional development for data-driven decision making/data teams and formative assessment. • Professional development is provided to all staff in the areas of Child Find the Special Education referral process, Special Education policy and procedures, free and appropriate public education, 504 regulations, and FERPA. • Special Education Director attends a Special Education Directors Institute sponsored by Arizona Department of Education at the beginning of the year. • Training is provided on developing successful Individual Education Plans, meaningful goal writing, and differentiated classroom management. Updates on laws and regulations, most current research-based curriculum, adaptive resources, and guidance to support building productive parent-teacher relationships are all aspects of Special Education professional development.