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: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] **• Weekly lesson plan refinement notes packet** **• Connector course progress reports** **• AIMS data analysis packet** **• Study Island reports packet** **• Galileo reports packet** **• AIMS reports packet** **• Student data triangulation** **• ESS Data Meetings packet** **• Data meeting agendas packet** **• AZ Merit training information** **• A+ standards alignment** **• Course title review packet** **• Standards checklist packet** **• Annual Summer curriculum review meeting agenda** **• Curriculum options review packet**	**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:** • Crown Point utilizes an ongoing internal curriculum evaluation process to identify gaps and to ensure the curriculum and content improves student achievement and standard mastery as measured by the statewide assessment. • Instructional staff annually reviews the A+ content. • Staff reviews student completion and performance rates at the end of each term. Benchmark and formative assessment data are analyzed by staff to ensure students are meeting standards and evaluated for curricular effectiveness. • Teachers conduct weekly reviews of lesson plans for effectiveness and student progress. • Teachers use the Connector program within the A+ system to monitor class wide student pace, performance and participation. This data is also used to evaluate the effectiveness of the curriculum. • Statewide assessment results are the ultimate measurement to which student achievement and standard mastery is measured. These results provide additional indicators on curriculum effectiveness. • Staff conducts data meetings each term to discuss all the information gathered in the evaluation process and holistically review the curriculum for effectiveness. Staff records any additional curriculum lessons used for RTI in addition to core content.

[C.2] **• Weekly lesson plan refinement notes packet** **• ESS Data team meeting packet** **• Student canvas packet** **• AIMS data analysis packet** **• Study Island reports packet** **• Galileo reports packet** **• Annual curriculum meeting agendas packet** **• Student data triangulation** **• Standards checklist packet** **Student Progress Report**	**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:** • Annual A+ review – Staff identifies any standard misalignment or deficiencies. • Completion and performance rates – Staff identifies and reviews any course where the completion/performance rate is below 70%. Detailed student performance is reviewed for students not meeting the minimum 70% criteria to determine if there are curricular gaps. • Weekly lesson plan and class wide progress evaluation – Teachers identifies any need for curriculum reform and/or adjustments. • Benchmark and formative assessments – analyze performance against the standards to identify content/skills areas where there is low performance by a number of students and identify where gaps exist. • Statewide assessment – student achievement is analyzed and used in the same manner as the benchmark and formative assessments. • Special Education department monitoring – Progress data is used to identify possible gaps in the curriculum. • Data meetings – Data gathered from the multiple sources and analyzed together to form a fuller picture of student progress and curricular effectiveness in order to identify gaps.
[C.3] **• Needs assessment** **• ESS Data team meeting packet** **• Student canvas packet** **• IEP binders packet** **• Individual student communication log packet** **• Annual Summer curriculum review meeting** **• Curriculum review sheets packet** **• Governing board meeting minutes**	**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 initial adoption process includes a needs assessment, analysis of options by staff, especially instructional staff, recommendations and board approval. • Analysis of available options includes standards alignment, professional development needs, available assessments and content. • Staff uses the continuous evaluation process to evaluate curriculum against the standards for effectiveness and to identify gaps. Staff then uses the data gathered from these processes to recommend revisions, supplements, supports and intervention. If the gaps and/or deficiencies are significant, staff can recommend replacing the existing curriculum.

[C.4] **• Governing board meeting minutes** **• Data meeting agenda packet** **• Summer 2015 Data Meeting** **• ESS Data team meetings packet** **• Weekly class monitoring packet** **• Standards checklist packet** **• Study Island standards checklist packet**	**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:** • Adoption Process – Charter Holder, Leadership Team (which include the Lead Teacher) and the Governing Board • Annual A+ review – Instructional Staff and Leadership Team as well as the A+ Development Team • Completion & performance rates – Principal and Instructional Staff • Weekly lesson plan and student progress evaluation – Instructional Staff • Benchmark and formative assessments Statewide assessment – Instructional Staff • Special Education department monitoring – Special Education Staff • Data meetings – Data Committee and Leadership Team who then collaborates with the Charter Holder on recommended revisions.
[C.5] **• June 2014 standards and rubric for school improvement packet** **• Other Charter Schools' letter grades (implementing same program with similar demographics) packet** **• A+ course outlines** **• Star Suite course outlines** **• Edmentum course outlines packet** **• Governing Board meeting minutes**	**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 Charter Holder adopts curriculum after a comprehensive review of school's needs, proven success in similar student demographic academic settings, course offerings and course content, student academic data and demographics • The school's process for adopting, evaluating, and revising the core curriculum is based on the ongoing evaluation and revision processes, and will be reevaluated with new data after AZMerit results are compiled.

[C.6] **• Weekly classroom monitoring packet** **• Connector class reports packet** **• Walkthrough observation forms packet**	**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:** • School leadership completes a Weekly Classroom Monitoring form to document monitoring of classrooms and course progress, and needed follow-up steps. • The Content Delivery system has an additional component, the Connector program, which creates a graphic interface that allows easy and clear access to course level and student data. • Curriculum implementation is monitored through course completion and pacing reviews done weekly by school leadership. • Leadership is consistently monitoring student pace, performance and participation and meeting with teachers regarding student pace, performance and participation. • Class reports are reviewed with teachers whose classes are not on pace, and who need support in implementing the curriculum with fidelity. • Walkthrough evaluation forms include a component related to instruction and curriculum, as well as areas for feedback.
[C.7] **• Class schedules packet** **• School calendar** **• Course completion** **• Connector screen shot packet** **• A+ Standards alignment packet** **• Pacing guides packet** **• Lesson plans packet** **• Standards checklist** **• Progress Intervention plan packet** **• Weekly classroom monitoring packet** **• Graduation Plan template packet**	**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:** • Once enrolled, students are evaluated through a review of transcripts to determine individual student needs (i.e. credits, passing AIMS) and an individualized class schedule is created. • Pacing Guides & Lesson Plans • Teachers follow the A+ course design and teach the lessons according to the pacing guides. • The Connector program provides daily data related to course progress/pace so staff and students are aware of the timeframe needed to complete all coursework, and thus the standards embedded within the course.

[C.8] • Completed Progress Intervention plans packet • Completed weekly lesson plans packet • Connector course progress reports packet • Pictures of current data walls • Pre-Service agenda/sign-in packet • Pre-Service agenda/sign-in packet • Teacher Expectations sign-off sheets packet • Weekly classroom monitoring • Staff meeting agendas packet	**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:** • Staff are aware of the following expectations: Progress Intervention Plans are completed weekly, Lesson Plans/pacing guides are completed weekly, Lesson plans must reflect alignment to the course Pacing Guides, Data walls are to be updated weekly, Minimum 70 % Pass requirement for all lesson assessments and final course exams. • Staff are made aware of these expectations during the pre-service professional development, staff meetings as well as consistently mentioned during walkthroughs and follow-up coaching. • New staff reviews the pre-service presentation materials talk with leadership regarding expectations. Teacher expectation forms are distributed to teachers, explained, and signed by all staff.
[C.9] • Completed weekly lesson plans packet • Progress Intervention plan packets • Pictures of current data walls • Connector course progress reports packet • Weekly classroom monitoring packet	**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:** • Monitoring usage of these tools is embedded into the leadership Weekly Classroom Monitoring protocol; leadership monitors implementation of curriculum by observing pacing and alignment of instruction with lesson plans and pacing guides, completion of Progress Intervention Plans. • Completion of Data Walls. Data from the Connector is utilized to make classroom data walls and to have individualized data chats with students • When reviewing Connector reports, leadership monitors course completion progress to assess use of pacing guides and appropriate lesson planning. Data from the content delivery system is seamlessly integrated to display course proficiency as well, providing an opportunity to monitor the implementation of the minimum 70% pass criteria.

[C.10] • Pre-Service agenda • Lesson plans • Pacing guides packet • A+ Standards alignment packet • Summer Curriculum Review Meeting • A+ Alignment Documentation packet • Study Island alignment • Galileo Data packet • AIMS Data packet • Data triangulation document	**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:** • The curricular and instructional designs ensure that the curriculum is aligned to the standards. • At the beginning of the school year, and on a continuous basis during the year, teachers review the core content to ensure that the content is aligned to standards. • Teachers add additional content and instruction to ensure each content area is covered. • At the end of the year, the leadership team reviews any identified gaps and the modifications, and additions made by the teachers.
[C.11] • Individualized class schedules packet • Course pretest • Alternate lesson example • Lesson plan refinement notes packet • Targeted Intervention group packet • Connector student report • Progress intervention plan • Progress report/course report packet • 4Th block schedule packet • AIMS Review to assess student needs for 4th block packet • AIMS tutoring schedule packet • Lesson plans	**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:** • Students go through building blocks in Study Island as supplemental curriculum material if they do not score 70% on grade level standards. These courses can track backwards several grade levels for students who need extra support. • 4th block is additional time given to students who need more direct instruction in small groups • Progress Intervention Plans are completed on a weekly basis, and this tracks student needs • Supplemental material is provided for lower level students • Peer to peer support is available for students in the last 20 minutes of the day, or within the 4th block session • Tutoring is available for students who are not performing with mastery of standards at the 70% level.

[C.12] • ILLPs packet • Progress Intervention plan packet	**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:** • Students go through building blocks in Study Island as supplemental curriculum material if they do not score 70% on grade level standards. These courses can track backwards several grade levels for students who need extra support. • 4th block is additional time given to students who need more direct instruction in small groups • Progress Intervention Plans are completed on a weekly basis, and this tracks student needs • Supplemental material is provided for lower level students • Peer to peer support is available for students in the last 20 minutes of the day, or within the 4th block session • Tutoring is available for students who are not performing with mastery of standards at the 70% level. • ILLPs are created and tracked for all ELL students
[C.13]	**N/A**
[C.14] **• Student canvas packet** **• Lesson plans packet** **• Walkthrough observations packet** **• IEP binders packet** **• Individual student communication log packet** **• ESS data team meetings packet** **• Formal teacher observation** **• Staff development agendas packet** **• Study Island supplemental lessons packet** **• Course progress monitoring packet** **• Term progress monitoring packet** **• Credit breakdown packet**	**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:** • Students go through building blocks in Study Island as supplemental curriculum material if they do not score 70% on grade level standards. These courses can track backwards several grade levels for students who need extra support. • 4th block is additional time given to students who need more direct instruction in small groups • Progress Intervention Plans are completed on a weekly basis, and this tracks student needs • Supplemental material is provided for lower level students • Peer to peer support is available for students in the last 20 minutes of the day, or within the 4th block session • Tutoring is available for students who are not performing with mastery of standards at the 70% level. • Monthly goals are tracked in data team meetings and aligned with the student's connector to ensure that they are passing their classes. If this does not happen, staff will develop additions for the IEP or ask the teacher to create interventions in the classroom