Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba South Pointe Elementary School
School Name: South Pointe Elementary School

Site Visit Date: June 26, 2014
Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] Curriculum Monitoring, Review, Development, and Adoption Process	**Charter holder indicated the intended purpose of the document was to demonstrate: system to adopt/create curriculum** **ASBCS staff: the document contains a flow chart of the school's planned curriculum process, which includes evaluation of data, and utilizing internal and external resources. This document describes a formalized process to adopt, implement, evaluate, and revise curriculum.** **A copy of this document was taken.**
[C.2] Email re: "checking in!"	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum adoption process** **ASBCS staff: this 2010 email contains a communication regarding the school's desire to pilot Go Math in the 5th grade team. This pilot was conducted with the archived standards. The current school leader came in after the pilot was conducted, but prior to the adoption of any curriculum. This document demonstrates implementation of part of the school's process to adopt curriculum.** **A copy of this document was taken.**
[C.3] Curriculum Mapping Team and Curriculum Alignment – Core template	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum adoption and revision process** **ASBCS staff: this document contains a list of the "content review team" and "math and reading review team." The Alignment Document was created by teachers after the text books were adopted to ensure no gaps remained in the curriculum resources. This work identified resources gaps and was used to fill those gaps. This document demonstrates implementation of part of the school's curriculum adoption, evaluation, and revision process.** **A copy of this document was taken.**

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[C.4] Email re: "Proposals for envision and Connected Math"	Charter holder indicated the intended purpose of the document was to demonstrate: curriculum adoption process ASBCS staff: this 2012 email contains a communication regarding the request for proposals on different curriculum resources/textbooks. This document demonstrates implementation of part of the school's process for curriculum adoption. A copy of this document was taken.
[C.5] Assessment system documentation	Charter holder indicated the intended purpose of the document was to demonstrate: formalized curriculum adoption process ASBCS staff: these documents are provided to demonstrate the heightened/improved documentation of the curriculum adoption process, which is also utilized for assessment system adoption. Includes meeting agendas and notes, completed charts of system evaluation findings, and sales materials provided by vendors. This document demonstrates implementation the school's formalized curriculum process to adopt new assessment systems. A copy of this document was taken.
[C.6] Email re: "Summary of ELE math meeting notes from VGPA 7/11/12"	Charter holder indicated the intended purpose of the document was to demonstrate: curriculum adoption process ASBCS staff: this email contains meeting notes form the math curriculum adoption team, which includes team goals, data review, discussion of recent curriculum implementation /adoption decisions, an evaluation of current curriculum materials, decisions regarding future math curriculum resources, and next steps for the implementation of the selected curriculum. A copy of this document was taken.
[C.7] Steve Leinwand consultancy services summary	Charter holder indicated the intended purpose of the document was to demonstrate: curriculum implementation process ASBCS staff: this document includes a timeline and summary of the consultancy services provided by Steve Leinwand to assist in the implementation of ACCRS aligned curriculum. Includes a checklist for common core transitioning. This document demonstrates implementation of part of the school's process for curriculum adoption. A copy of this document was taken.

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[C.8] SSRSI results for 2012, 2013, and 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum adoption process** **ASBCS staff: the document contains teacher survey results concerning needs assessment with regards to curriculum resources, these are used to identify needs regarding curriculum changes. This document demonstrates implementation of part of the school's process for curriculum adoption.** **A copy of this document was taken.**
[C.9]Curriculum Cycle-Instructional cycle	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum implementation process** **ASBCS staff: this flow chart, provided in the DSP, identifies process for implementing curriculum and monitoring the implementation of curriculum. This document describes the school's formalized process for implementing curriculum.** **A copy of this document was taken.**
[C.10] Leona Group ELA Pacing Guides, Curriculum Maps Math, and Lesson Plans	**Charter holder indicated the intended purpose of the document was to demonstrate: curriculum implementation process** **ASBCS staff: these document include an ELA pacing guide that identifies the standards and the quarter in which that standard is either introduced or reinforced. The math curriculum maps, which are broken out by unit and quarter, identify the standard, the practices to be taught explicitly, the vocabulary, the essential questions and the activities and resources. ELA text provided curriculum maps were provided to identify practices to be taught explicitly, the vocabulary, the essential questions and the activities and resources. These were provided for all grade levels in both math and reading. The lesson plans aligned to the curriculum maps and appropriate rigor level. These documents demonstrate use of the school's curriculum implementation process.** **A copy of this document was taken.**

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[C.11] Lesson Plan checklist and Lesson Plan review	Charter holder indicated the intended purpose of the document was to demonstrate: curriculum implementation process ASBCS staff: these documents are used to identify what teachers must include in their lesson plans, and to evaluate whether the teachers conducted lesson planning in alignment with the curriculum maps. Requirements include: objectives aligned to the ACCR standards, building a background based on prior knowledge, strategies and activities that meet the needs of all students and align to Madeline Hunter model, assessment strategies, materials needed, and questions that meet a variety of Bloom's levels. These documents demonstrate use of the school's curriculum implementation process. A copy of this document was taken.
[C.12] Coaching Activity Tracking, Common Core Math Mapping, ELA Mapping Powerpoint, and emails re: "Mapping Session Wednesday" "Mapping Session"	Charter holder indicated the intended purpose of the document was to demonstrate: curriculum revision process ASBCS staff: coaching activity tracking identifies sessions in which the teams met to revise curriculum maps, identify curriculum resource gaps, and fill curriculum resource gaps; other documents provide additional evidence of mapping sessions. These documents demonstrate implementation of part of the school's curriculum evaluation process. A copy of this document was taken.
[C.13] Elementary ELD lesson plan	Charter holder indicated the intended purpose of the document was to demonstrate: adapted curriculum for subgroup students ASBCS staff: the document demonstrates curriculum adapted for ELL students it includes reading, writing, language, listening and speaking standards; and provides day by day lesson plans that identify review, practice, independent practice, and comprehension. These plans identify the use of Rosetta Stone as a curriculum resource and identify individual student activities include computer work, iPad work, or teacher work. These documents demonstrate adaptation of the curriculum for ELL students. A copy of this document was taken.
[C.14]RTI Tiered Instruction Processes and Programs	Charter holder indicated the intended purpose of the document was to demonstrate: adapted curriculum for subgroup students ASBCS staff: this document identifies times for RTI services and identifies the types of interventions provided. This includes the use of Read Naturally and DreamBox. These documents demonstrate adaptation of the curriculum for struggling students in the bottom 25%, FRL, and students with disabilities subgroups. A copy of this document was taken.

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[C.15]Lesson Planning Reflections	**Charter holder indicated the intended purpose of the document was to demonstrate: adapted curriculum for subgroup students** **ASBCS staff: these reflections, completed on Fridays, require teachers to reflect on the effectiveness of lesson planning/instruction for the week. They identify strategies to address the needs of students who do master the material as well as students who do not master the material. These documents demonstrate the implementation of curriculum adapted to meet the needs of subgroup students.** **A copy of this document was taken.**
[C.16] List of IEP student goals	**Charter holder indicated the intended purpose of the document was to demonstrate: adapted curriculum for subgroup students** **ASBCS staff: these documents identify the IEP goals that SPED teacher addresses with students with disabilities. These documents demonstrate the implementation of curriculum adapted to meet the needs of subgroup students.** **A copy of this document was not taken because they contain sensitive student identifying information.**
[C.17] List of students participating in afterschool 21st century tutoring, Friday RTI Schedule, Morning Duty Schedule, and Summary of Classes	**Charter holder indicated the intended purpose of the document was to demonstrate: adapted curriculum for subgroup students** **ASBCS staff: these documents identify the students provided extra tutoring as part of the RTI process for struggling subgroup students, as well as teacher assignments for morning and Friday tutoring services and roster of courses offered as part of afterschool program. These documents demonstrate the implementation of curriculum adapted to meet the needs of subgroup students.** **A copy of this document was not taken because they contain sensitive student identifying information.**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on June 26, 2014. _____

I, Mary Bory, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on June 26, 2014. _____

Charter Holder Initials _____

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba South Pointe Elementary School
School Name: South Pointe Elementary School

Site Visit Date: June 26, 2014
Required for: Renewal
Evaluation Criteria Area: Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[I.1] Lesson Plan checklist and Lesson Plan review	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring the implementation of curriculum/integration of the standards** **ASBCS staff: These lesson plans reviews are completed after each benchmark. They identify the concept/PO tested, the number of times each concept was addressed in lesson plans, the student assessment results on those concepts, and any notes concerning the resources used, etc. The reviews evaluate lesson planning in alignment with the curriculum maps and effectiveness of instruction using data analysis. These documents demonstrate use of the school's curriculum implementation monitoring process.** **A copy of this document was taken.**
[I.2] Compliance Engagement and Checking for Understanding Classroom Walk-Through Observations; CWT Feedback; and coaching calendar	**Charter holder indicated the intended purpose of the document was to demonstrate: evaluating the instructional practices** **ASBCS staff: these documents contain the findings from observation walk-throughs. They target certain things the administrators are looking for when evaluating teacher's effectiveness. The excel sheet provides a summary of all walkthroughs conducted throughout the year and the results and feedback given. The calendar identifies the coach's planned walkthrough observations. The documents provide "concerns or questions for follow-up" which are given to teachers as a feedback and follow-up.** **A copy of this document was taken.**
[I.3] Coaching Activity Tracking, Peer Observation Forms	**Charter holder indicated the intended purpose of the document was to demonstrate: evaluating the instructional practices** **ASBCS staff: this document contains a calendar of scheduled walk throughs and evidence of the completion of the observations, scheduled peer observations, dates of team teaching/modeling and cognitive coaching. Peer observation forms enable teachers to identify their own strengths and learning needs, teachers they would like to observe, and support they need. These documents demonstrate implementation of several methods to evaluate the instructional practices and provide feedback and follow-up to teachers.** **A copy of this document was taken.**

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[I.4] Teacher evaluation tool and rubric, completed evaluation, performance warning, and termination	**Charter holder indicated the intended purpose of the document was to demonstrate: evaluating the instructional practices** **ASBCS staff: evaluation tool identifies evidence, documents, and artifacts to support evaluation findings. Evaluators are expected to identify the artifacts that support the evaluation rating. Evaluation areas include engagement, collaboration, planning, delivery, use of data, differentiating instruction, etc. The evaluation provides area for reflection on goals/objectives to set improvement goals and strategies for achieving their goal. The evaluation rubric identifies what each rating means with regard to teacher performance. Evaluations include student surveys, the incorporation of student assessment data. The evaluations are conducted in winter and spring evaluations are completed after AIMS data is received. After an evaluation is completed it is reviewed with the staff member and the goals are set with the staff member, the staff member then signs the evaluation.** **The evaluation tool includes specific evaluation criteria and specialized tools for LEPA and LEPI schools, including additional requirements for English/ELL teachers. These part of the tools are completed for schools that have SEI programs and ILLP programs on a quarterly basis, the tools are completed for relevant teachers. The evaluation rubric includes specific evaluation criteria for ELL compliance and SPED compliance. Additional tools are also used for the special education program and are completed on a quarterly basis, the tools are completed for relevant teachers.** **In a completed evaluation that was provided, the teacher was not performing, a performance warning was provided to the teacher following up on the failure to make progress on teacher goals, and a termination was affected after continued failure to improve. The coaching log also indicated that this teacher was provided regular coaching to improve performance prior to termination.** **In another completed evaluation for a highly performing teacher, the evaluations are all based on identified evidence to support the evaluation ratings. Goals were incorporated within the evaluation comments.** **These documents demonstrate implementation of the school's processes to evaluate instructional practices and follow-up and provide feedback to teachers to further develop the quality of instruction.** **A copy of this document was taken.**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on June 26, 2014. _____

I, Mary Bass, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on June 26, 2014. _____

Charter Holder Initials _____

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba South Pointe Elementary School
School Name: South Pointe Elementary School

Site Visit Date: June 26, 2014
Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1]Instructional Coaching Tools and completed data collection tools	Charter holder indicated the intended purpose of the document was to demonstrate: professional development aligned to teacher learning needs ASBCS staff: this document includes several data collection tools including pre-conference questions, post-conference questions, classroom activity, motion, at-task, active participation charts, DOK tracking, ACCRS transition checklists, SIOP, peer observation notes forms. Completed forms were provided. These documents include reflections on special education and ELL data collection, services, etc. These tools are used to identify teacher learning needs, provide individual coaching/training, set individual learning goals, etc. These documents demonstrate a process for identifying and providing professional development aligned to teacher learning needs that supports high quality implementation and includes monitoring and follow-up strategies. A copy of this document was taken.
[P.2]Coaching Activity Tracker	Charter holder indicated the intended purpose of the document was to demonstrate: professional development aligned to teacher learning needs ASBCS staff: these documents track dates of "formal cognitive coaching visits", dates of "team teaching or modeling" and dates of "goal setting and monitoring." These documents demonstrate a process for identifying and providing professional development aligned to teacher learning needs that supports high quality implementation and includes monitoring and follow-up strategies. A copy of this document was taken.
[P.3]Leonaqsicoach.com yearlong professional development log and mid-year retreat information and new teacher academy	Charter holder indicated the intended purpose of the document was to demonstrate: professional development aligned to teacher learning needs ASBCS staff: this website contains dates of all the PD provided through the school year and archives the presentations provided. Teachers are assigned PD sessions based on learning needs identified in SRSI, walkthroughs, and evaluations. Coaches use the information provided during the sessions to provide follow-up support and monitoring for teachers based on the sessions individual teachers attend. Teachers have continued access to the materials after the training in order to implement the training. New teachers are provided additional training, although it is open to all teachers, to meet their individual needs. Trainings available on the website include trainings to meet the needs of subgroup students. These documents demonstrate a professional development plan aligned to teacher learning needs and areas of high importance that supports high quality implementation and includes

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	monitoring and follow-up strategies. **A copy of this document was taken.**
[P.4] PD Schedule, agendas, sign-in sheets, and May 2014 PD Survey	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff: this plan is annually created based on PD survey results, parent surveys, student test results, and curriculum resources utilized at the school site. The plan includes professional development sessions provided on Fridays throughout the school year sessions include those targeted to meet the needs of subgroup students including ELL, students with disabilities, and FRL/bottom 25%. These documents demonstrate a professional development plan aligned to teacher learning needs and areas of high importance including training to meet the needs of subgroup students in ELL, students with disabilities, and FRL/bottom.** **A copy of this document was taken.**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on June 26, 2014. _____

I, Mary, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on June 26, 2014. _____

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba South Pointe Elementary School
School Name: South Pointe Elementary School

Site Visit Date: June 26, 2014
Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] K-8 Assessment Flow Chart and Galileo Reminders	**Charter holder indicated the intended purpose of the document was to demonstrate: comprehensive assessment system** **ASBCS staff: the document identifies testing dates for each of the different assessments used including formative assessments administered as part of daily classroom work. The document includes a list of the tests administered, which students the test is administered to, and what the assessments are used for. Tests include common benchmark tests, tests for ELL students, adjusted DIBELS assessment based on performance level, and formative assessments aligned with the curriculum. These documents demonstrate the school's assessment system.** **A copy of this document was taken.**
[A.2] Lesson Plan review	**Charter holder indicated the intended purpose of the document was to demonstrate: data analysis** **ASBCS staff: These lesson plans reviews are completed after each benchmark. They identify the concept/PO tested, the number of times each concept was addressed in lesson plans, the student assessment results on those concepts, and any notes concerning the resources used, etc. This document demonstrates data analysis as part of the school's assessment system.** **A copy of this document was taken.**
[A.3] Goal Setting Record, Student Goal Sheets, and Exit Tickets	**Charter holder indicated the intended purpose of the document was to demonstrate: data analysis** **ASBCS staff: several documents were provided demonstrating how the assessment data is used with students to set individual student goals and motivate students. The goal setting records are used to track assessment data for ELL, Students with disabilities, and target students (FRL/bottom 25%). Teachers complete these data tracking sheets to identify student needs for RTI and additional supports and communicate with students about these assessment results to create student goal sheets. These documents demonstrate data analysis as part of the school's assessment system.** **A copy of this document was taken, a selection without student information was taken.**

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[A.4] Galileo Student Reports, Class Reports, Lego Charts	**Charter holder indicated the intended purpose of the document was to demonstrate: data analysis** **ASBCS staff: the documents include various data charts and analyses provided to and utilized by teachers to understand student performance, adapt instruction, and assign students to RtI groups. These documents demonstrate data analysis as part of the school's assessment system.** **A copy of this document** was **taken.**
[A.4] Rosetta Stone Assessment Results Report	**Charter holder indicated the intended purpose of the document was to demonstrate: data analysis and assessment adapted to the needs of ELL students** **ASBCS staff: these documents include reports for ELL students from Rosetta Stone assessments. These documents demonstrate adaptation of the school's assessment system the meet the needs of ELL students.** **A copy of this document** was not **taken because the documents contain student identifying information.**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on June 26, 2014. _____

I, Mary Bay, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on June 26, 2014. _____

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Kaizen Education Foundation dba South Pointe Elementary School
School Name: South Pointe Elementary School

Site Visit Date: June 26, 2014
Required for: Renewal
Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
[D.1] Stanine % Data Charts for grade 2	**Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance** **ASBCS staff: this data shows that the percentage of students falling in the bottom 10 and 20% is decreasing and over time the percentage of 2nd grade students in the 30-70% is increasing.** **A copy of this document was taken.**
[D.2] SPES % passing (Math and Reading)	**Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance** **ASBCS staff: the data demonstrates improved academic performance (proficiency) for 3rd grade reading students, but all other grades/subjects do not appear to demonstrate any substantial change.** **A copy of this document was taken.**
[D.3] SPES SGP	**Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance** **ASBCS staff: this data included AIMS growth data from 2012 and 2013 school year.** **A copy of this document was not taken because it did not provide data about the current year.**
[D.4] Galileo Growth 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance** **ASBCS staff: the Galileo growth data for the current year (not available for the prior year) indicates that the school's growth data will fall within the median growth range (34-66%), for all grades 3-5 for Math and Reading except for 5th grade Reading which falls in the high growth range. As compared to the prior year, the growth data demonstrates maintained performance and may demonstrate improved performance.** **A copy of this document was taken.**

Charter Holder Initials

[D.5] MSG Chart for 2012-2014	**Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance** **ASBCS staff: the preliminary student growth data demonstrates improved student growth in 5th grade math and reading, maintained growth in 4th grade, and declined growth in 3rd grade** **A copy of this document was taken.**

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on June 26, 2014. _____

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