Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Legacy Schools
School Name: Encore Arts Academy
Site Visit Date: May 12, 2015

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] C.2.5 Curriculum Guidelines document C.3.4 Curriculum Evaluation Rubric C.4.1 Leadership Team Meeting Agenda C.1.8 Core Knowledge aligned with AZCCRS - sample	**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:** • Curriculum is evaluated in an ongoing process to make sure learning is progressing during the school year, as well as annually, based on yearly achievement results. • Curriculum maps are evaluated to determine whether AZCCR standards are included and that assessments are included to check for student learning. Rubrics are completed at the end of each semester • The yearly evaluation process uses the Curriculum Evaluation Matrix. • Curriculum Evaluation Rubric records the evaluation of the Galileo Instructional Resources
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.2] **C.2.2 Weekly Staff meeting Agenda** **C.2.3 Galileo Intervention Alert** **C.2.4 Data Meeting Protocols**	**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:** • Gaps in Reading and Math curriculum are identified using the School Risk Summary data from the Galileo Assessment System. • Monthly data talk meetings are held with the RTI data team and leadership team • Teachers meet weekly as part of their Friday early release time with the RTI Team to review their data results • Objectives not yet mastered are disaggregated and lessons are placed in the class calendars, and lesson plans to address the deficits.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.3] **Supplement Resources used for Intervention** **C.3.6 Curriculum Meeting** **C.4.1 Curriculum Leadership Meeting** **C.3.1 Leadership Team Processes and Procedures**	**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:** • Team meets monthly to review data • Agenda is created and used at each meeting to evaluate grade level and department progress towards end of year goals • Team analyzes and interprets data • Team uses a problem solving process to make decisions • Supplemental resources are used to address gaps in the curriculum identified through analysis of Galileo Intervention Alert reports, specifically Galileo Instructional Dialogues. • Leadership Team Processes documents lists the processes and procedures for Leadership Team Meetings. • Sample Leadership Team Meeting minutes were provided that include discussion of curriculum and identifies specific areas for adjustment. In this sample the team identified vocabulary as an area to be included in lesson plans.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.4] **C.3.3 Curriculum Committee**	**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:** • Participation of Director, Principal, RTI Coordinator, Title I Director and representative teachers as evidenced through leadership team meetings, curriculum evaluation rubrics, and curriculum map rubrics • Curriculum Committee document identifies each member of the curriculum committee and their specific responsibilities
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.5] **C.3.4 Curriculum Evaluation Rubric**	**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 Curriculum Evaluation Rubric identifies the criteria used by the Charter Holder to evaluate curriculum options. A sample was provided evaluating the Galileo instructional resources in December 2014. The criteria are rated on a scale. The results of the ratings are used to compute a total overall score fora curriculum resources being evaluated.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.6] C.1.6 Lesson Plan Feedback C.6.2 Evaluations C.6.2.c Observations Teacher Coaching Documents	**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:** • Weekly lesson plans are submitted to the principal for review • Lesson Plans must follow the guidelines as presented in the Employee Handbook • Every teacher is observed at least once a week • A walk-through evaluation is done eight times a year • Formal evaluation is completed twice a year • When goals are not being met, teacher are required to meet with the principal daily and/or weekly as necessary until performance has met clearly defined expectations • Observations include components in instruction that are required in lesson plans and included as curricular decisions (i.e. vocabulary was identified as a curricular emphasis for the year and is included as an item monitored during walkthroughs)
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.7] **C.1.3 Galileo Curriculum Map**	**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:** • A Core Knowledge Curriculum Map/Pacing Calendar with clearly aligned ACCRS objectives. Dates taught are notated on the plan. The documents also identify when each standard was mastered in the "Last Taught On" column.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.8] C.1.1 Weekly Lesson Plan Templates C.1.2 Lesson Plan Requirements C.1.4 Lesson Plan 3rd grade 3 quarters C.1.6 Lesson Plan Feedback	**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:** • C.1.2 Identifies the required components of a complete lesson plan. C.1.1 is the template that some of the teachers are using to create lesson plans. Some lesson plans are submitted using other formats (C.1.4). • Samples of lesson plans included examples of written feedback provided on a lesson plan identifying components of the lesson plan that had not been completed or did not include all of the required components of a lesson plan.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.9] C.1.6 Lesson Plan Feedback - samples C.1.9 Core Knowledge check list - sample	**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:** • Lessons plans are reviewed by Principal. Lesson plan samples include feedback identifying required components that were not present on the lesson plan. Feedback is also provided for teachers that have included all required components. • Core Knowledge checklist is used to record when each standard is taught as teachers progress through the Core Knowledge sequence.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.10] C.1.8 Core Knowledge aligned with AZCCRS C.1.11 Curriculum document recording how often each standard is taught.	**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:** • Lesson plans are reviewed weekly for content including AZCCRS fidelity alignment • School wide reading and math curriculum maps and pacing guides, AZCCRS checklist, and lesson plans with clearly stated objectives are used to ensure instruction is aligned to AZCCR standards
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.11] List of supplemental and RTI resources Instructional Dialogues in Galileo Student Intervention Schedule	**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:** • Student work individually and as a group on Instructional Dialogues from Galileo. Specific content is selected based on Galileo Intervention Alerts. Students work individually or in small groups on lessons. Student progress is monitored through end of lesson assessments.

	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.12] **Student ILLPs** **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 English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • ILLPs are created for ELLs. The ILLP identifies the specific ELP standards and performance indicators to be addressed for each of the ILLP areas. • Lesson Plans include an area for teachers to provide modifications for ELLs in the delivery of instruction.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.13] **Not Applicable**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students. **Not Applicable.** 81% of students enrolled are FRL eligible and as a result are the majority of students and are not a subgroup.
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.14] **Not Applicable**	**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. **Not Applicable**
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.