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: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome	
[P.P.1] **C.1.7 School daily schedule Encore Arts Academy Professional Development 2014-2015** **Beginning of the year professional development**	**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:** • The Professional Development calendar for 2014-2015 identifies topics for the school year including Data Driven Instruction, Reading Strategies, Behavior Management, Galileo Training, Student Learning Objectives, and Curriculum Maps • School calendar identifies early release time on Fridays. The school day ends at 1:30 pm. **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.
[P.P.2] **Professional Development Process Planning Tool**	**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:** • The professional development planning process tool identifies the members and responsibilities of the leadership team. • The Professional Development Planning Process Tool documents the process for the creation of the professional development plan. Step 1 begins with identification of the leadership team. Step 2 identifies the specific areas of need. Step 3 documents alignment of the professional development plan to ASIP Goals, Step 4 identifies the types of support provided to teachers (observations, coaching, modeling, professional learning communities), and step 6 describes the tools used to assess the effectiveness of professional development. **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.
[P.P.3]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional	

Professional Development Teacher Surveys	development plan is aligned with instructional staff learning needs **The documents provided demonstrate evidence of the following:** • professional development sessions are planned to align with instructional staff learning needs as identified by the results from teacher needs surveys • Professional Development teacher surveys collect feedback from teacher to list and prioritize teacher's perceived professional development needs. Surveys from the 2014-2015 school year indicate that additional training in the use of Galileo tools was needed. The professional development calendar indicates that two professional development sessions focusing on Galileo were provided later in the school year. **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.
[P.P.4] **Professional Development Evaluation Forms**	**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:** • Professional Development Evaluation Forms were provided for Galileo Training and Data Driven Instruction professional development. The topics for these sessions are considered areas of high importance. • Topics addresses in professional development sessions for 2014-2015 included student learning objectives and curriculum mapping. These areas are central to the implementation of curriculum and are an area of high importance. **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.

[P.I.5] **Coaching Documentation** **Professional Development Evaluation Forms** **Professional Development Surveys** **Galileo Training Documents**	**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:** • High quality implementation of the professional development strategies are observed through walkthroughs and formal evaluations completed by the Leadership Team. Teachers receive feedback through comments on observations. • Coaching occurs between the principal and teachers. Email documents and lesson plan reviews show communication between the principal and staff. • Support documents for Galileo training were provided to teachers. The documents provided are a tutorial and reference for teachers to use to prepare for the training and after the training. • Teachers complete professional development surveys to provide feedback to the presenters and identify areas that may require follow-up. **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.
[P.I.6] **C.1.7 School daily schedule** **Professional Development Process Planning Tool**	**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:** • Computer Lab available to all classes with necessary software and licenses, library of teacher resources are available to instructional staff • Early release on Fridays for teachers to have planning and professional development time • Common planning time at least once each week. • Step 5 of the Professional Development Process Planning Tool identifies how the budget allocates funds for training, stipends, travel, and other materials to support professional development. **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.

[P.M.7] **Observation Teacher Training Coaching Documents**	**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:** • Weekly observations, walkthrough evaluations and formal evaluations are used to monitor implementation of the PD strategies. • Teachers received training in specific strategies that were monitored through the classroom observation instrument. The notes from the Pd session identify specific strategies for instruction and classroom management. These strategies are incorporated into the classroom observation instrument to provide monitoring. **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.
[P.M.8] **Coaching Documents**	**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:** • Observations include notes and comments for teachers and copies are provided to teachers. • Teachers' evaluations are reviewed with teachers and require the teacher to sign the evaluation as evidence that they have received and reviewed the results of the evaluation. • Coaching documents demonstrate individualized feedback and support to teachers regarding strategies learned in professional development. • Lesson Plans are reviewed by administrators and include feedback and comments to teachers regarding the required elements of the 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.

[P.S.9] **Beginning of the Year professional development**	**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:** • Training regarding RTI was provided during beginning of the year training on August 4, 2014. **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.
[P.S.10] **Beginning of the Year professional development**	**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:** • ELL training was provided as part of beginning of the year training on August 5, 2014. **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.
[P.S.11] **Not Applicable**	**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 Free and Reduced Lunch (FRL) students **Not Applicable**	
	☐ 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.
[P.S.12] **Not Applicable**	**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 **Not Applicable**	
	☐ 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.