# Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Mohave Accelerated Elementary School, Inc.
School Name: Mohave Accelerated Elementary School
Site Visit Date: December 16, 2015

Required for: Expansion - Enrollment Cap
Evaluation Criteria Area: Professional Development

| Document Name/Identification | Intended Purpose and Discussion Outcome | |
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| **[P.P.1]**<br>**Professional Development Agendas** | **Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's professional development plan<br><br>**The documents provided demonstrate evidence of the following:**<br>• Mohave Accelerated Elementary School's professional development plan consists of a progressive progress involving all team members (students, teachers, administrators, parents, and school board members).<br>• Professional development is conducted monthly and more frequently if needed.<br>• One day a month is set aside to train the teachers with necessary skills to help them instruct students.<br>• School members (teachers, admins, students, etc.) attend trainings locally, at various locations in the state, as well as training outside the state.<br><br>**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]**<br>• **Professional Development**<br>• **Agendas**<br>• **Curriculum**<br>• **Assessment**<br>• **Smarty Ants**<br>• **Supplemental Materials**<br>• **Galileo**<br>• **Teacher Evaluation Instrument**<br>• **Student Surveys**<br>  ○ **Staff Surveys** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan was developed<br><br>**The documents provided demonstrate evidence of the following:**<br>• The structure that allows for our professional development was created at our inception. Administrators experienced working in different districts and realized the difficulty of finding time to gather and train groups of teachers.<br>• The school was developed on a four-day schedule to ensure teachers have time one Friday a month to work and get trained together. The additional Fridays are used for remedial training for students.<br><br>**Final Evaluation:** | |
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| **[P.P.3]**<br>• **Professional Development**<br>• **Agendas**<br>• **Curriculum**<br>• **Assessment**<br>• **Smarty Ants**<br>• **Supplemental Materials**<br>• **Galileo**<br>• **Teacher Evaluation Instrument**<br>• **Student Surveys**<br>  ○ **Staff Surveys** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan is aligned with instructional staff learning needs<br><br>**The documents provided demonstrate evidence of the following:**<br>• The professional development plan aligns with instructional needs observed by reviewing student assessment data and seeing if teachers are weak in instructing in a specific area, and presenting training in the area of need.<br>• Principals implement the teacher evaluation instrument, which provides summative and formative instructional feedback and use data from the teacher professional development survey to help and guide the development of the professional development plan.<br>• Principals use the Teacher Evaluation instrument "SLOs" (Student Learning Objectives) along with student data to determine continued teacher development needs. Principals use the evaluation information to group teachers for professional development.<br>• SLOs are reviewed yearly during teacher mid and post evaluations. Each evaluation period along with data related student achievement is used to determine alignment of the professional development plan with the instructional learning needs.<br><br>**Final Evaluation:** | |
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| **[P.P.4]**<br>• **Professional Development**<br>• **Agendas**<br>• **Supplemental Materials**<br>• **Galileo**<br>• **Teacher Evaluation Instrument**<br>• **Bi-Weekly Team Meetings**<br>  ○ **Teacher Evaluation Process** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the plan addresses areas of high importance<br><br>**The documents provided demonstrate evidence of the following:**<br>• Student achievement data is used to determine areas of high need.<br>• Professional development focuses on strategies for; reading comprehension improvement on math standards mastery; Strategic Tutoring (Title 1/Data Specialist), pedagogy for small group and individual instruction; and implementation of our Data Management Program.<br>• Principals follow the professional development plan to address areas of high importance via scheduled professional development meetings, small group instruction observation, collaboration amongst teaching team (including principals and/or district staff), and peer observations of individual instruction.<br>• Principals and district staff provide bi-weekly professional development, ongoing coaching, district workshops, and district in-services for teachers' in the following high importance areas: A) Assessing fundamental skills to pass state tests (AzMERIT) B) Implement academic strategies, Data Management Program, testing strategies and standard specific tutoring C) Modifying the curriculum to address student knowledge gaps and skill development needs to bring the student to grade level in order to pass and prepare for AzMERIT, advance to next grade.<br><br>**Final Evaluation:** | |
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| **[P.I.5]**<br>• **Professional Development Agendas**<br>  ○ **Teacher Evaluation 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<br><br>**The documents provided demonstrate evidence of the following:**<br>• The Data Specialist works directly with the teachers by modeling, observing, and providing direct feedback/coaching to individual teacher, and mini workshops.<br>• Frequent and informal meetings take place to determine and discuss needs and progress.<br><br>**Final Evaluation:** | |
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| **P.I.6]**<br>• **Professional Development Agendas**<br>• **Bi-Weekly Meetings**<br>  ○ **Teacher Evaluation Process**<br>• **Budget allocation** | **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<br><br>**The documents provided demonstrate evidence of the following:**<br>• Providing teachers over 150 hours per school year of professional development delivered throughout the duration of their contract.<br>• Provide teachers with summer training, new teacher training, and welcome back orientation during out of contracted times.<br>• Provide Friday opportunities to meet with the entire school staff for professional development.<br>• Resources have been invested to develop and maintain student progress through ATI and track student progress through quarterly testing.<br>• MAES schools allocate funds in the budget annually to ensure resources are available for the necessary implementation of the various trainings. Often the federal Title I, II, III, and Race to the Top funds are used for professional development and the needed supplies. This includes purchasing books, computers, tools necessary to instruct. Examples are purchasing rolling laptop sets of computers with the ability to all teachers and students have ample time to use them.<br><br>**Final Evaluation:** | |
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| **[P.M.7]**<br>**Teacher Evaluation Forms**<br>• **Administrator Walk-Throughs** | **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<br><br>**The documents provided demonstrate evidence of the following:**<br>• The school monitors the implementation on a variety of ways starting with looking at the students school-wide assessments frequently. It is apparent when students' scores or mastery of learning concepts is occurring or isn't after training was provided.<br>• Daily walk-through and professional evaluations indicate and monitor if the strategies taught in training are implemented.<br>• Administrative team gather and evaluate evidence (data) that report the effectiveness in implementing strategies learned in Professional Development sessions. Systems and programs of instruction are examined in terms of excellence, productivity, and quality. Superintendent and Director examine policies and guidelines that prescribe excellence in standards-based instructional practice and quality at Mohave Accelerated Schools.<br><br>**Final Evaluation:** | |
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| **[P.M.8]**<br>• **Student Performance Data**<br>• **Professional Development Agendas**<br>• **Bi-Weekly Staff Meetings**<br>  ○ **Teacher Evaluation Forms** | **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<br><br>**The documents provided demonstrate evidence of the following:**<br>• Principals will provide a continuous assessment of professional training.<br>• If the strategies taught in the professional development are not learned to successfully use them from the training, additional training may be introduced. An example is retraining on Galileo four times.<br>• Feedback/follow up is done by sending a message to teachers to give an example of what they are using to indicate implementation. Also, administrators provide a copy of students assessments, hi-lighting points of re-teach that may need to be addressed.<br>• The classroom teachers have a computer consultant for developing implementation of technology knowledge to teachers and students that may need to learn a concept in a different learning style.<br><br>**Final Evaluation:** | |
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| **[P.S.9]**<br>• **Student Performance Data**<br>• **Teacher Evaluations**<br>• **Administrator Walk-Throughs**<br>• **Staff/Student Surveys**<br>• **Curriculum**<br>• **Galileo**<br>  ○ **AZMERIT** | **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% / non-proficient students.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Training has been brought to the teachers to understand how low-income could effect a child's learning ability and tools are provided to help teachers with these families and student's needs. The administrators are trained to be helpful with keeping the communication open with the family to ensure they are part of their child's learning team.<br>• In addition, all teachers participate in weekly meetings to discuss/monitor non-proficient student progress and develop strategies to ensure their success.<br><br>**Final Evaluation:** | |
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| **[P.S.10]** | **ELL – Not required** | |

| [P.S.11] | FRL – Not required | |
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| [P.S.12]<br>• **Student Performance Data**<br>• **Teacher Evaluations**<br>• **Administrator Walk-Throughs**<br>• **Staff/Student Surveys**<br>• **Galileo**<br>• **AZMERIT**<br>• **IEP samples**<br>• **Special Education Assessments**<br>• **Special Education Training**<br>  ○ **Bi-Weekly Meetings** | **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<br><br>**The documents provided demonstrate evidence of the following:**<br>• The Director of Special Education provides teachers with an instructional cycle and strategies for student with disabilities: Ongoing professional development on handicapping conditions, assessments, and meta-cognitive strategies<br>• Our special education director specifically addresses the staff in a variety of trainings, seminars, etc. throughout the school year to ensure that the needs of those with disabilities are met. The special education director monitors staff to be sure that the policies and procedures are followed through.<br><br>**Final Evaluation:** | |
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