# 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: Curriculum

| Document Name/Identification | Intended Purpose and Discussion Outcome | |
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| **[C.E.1]**<br>• **Semester 1 Curriculum Meeting Minutes**<br>• **Kindergarten Standards Check-off List**<br>• **Fifth Grade Standards Check-Off List**<br>• **Data Team Meeting Schedule** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• The data manager generates quarterly reports providing evidence of how well the MAES curriculum enables students to meet academic needs.<br>• The Director of Curriculum and Instruction facilitates the gathering of feedback through teacher and administration meetings. The teachers have bi-weekly meetings and discuss the strengths and weaknesses of the curriculum.<br>• The school district has monthly meetings and evaluate curriculum from a kindergarten through high school.<br>• Findings are shared at bi-weekly and/or monthly teacher meetings, and by the data team manager individually with each teacher individually.<br>• As teachers do their lesson plans they also have a standards check-off sheet which they complete as they introduce each standard.<br>• The Data Specialist and Manager meet monthly to monitor the progress of the students.<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. |

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| **[C.E.2]**<br>• **Galileo Assessments (Pre-Post Comparisons)**<br>• **Semester 1 Curriculum Meeting Minutes**<br>• **PD Sign-in Sheets**<br>• **PD Meeting Minutes**<br>• **PD Meeting Agendas**<br>• **Supplementary Material Request Forms** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum.<br><br>**The documents provided demonstrate evidence of the following:**<br>• MAES school improvement model identifies gaps in curriculum and delivery with information provided from the student Galileo test data.<br>• Teachers confer with the data team at bi-weekly meetings, or as needed, to share in the process of ensuring standards and concepts are being identified for possible gaps in the curriculum.<br>• Monthly professional development sign in sheets and meeting minutes<br>• When the concept gaps are identified, the curriculum team (teachers, director, and administrators) research to find supplementary curriculum to address the gaps.<br><br>**Final Evaluation:** | |
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| **[C.A.3]**<br>• **Kindergarten Standards Check-off List**<br>• **Fifth Grade Standards Check-Off List**<br>• **Piloting Program Email** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• The content and conceptual Scope and Sequence of the curriculum are verified by teachers as being aligned to the Career and College Ready standards and documented by standard check-off sheets.<br>• Evaluation of curriculum is demonstrated by teachers piloting the programs, meeting and discussing pros and cons at teacher meetings and presenting to the curriculum team of admin, data managers, parents (PAT) meetings, and student success.<br>• Curricular needs are determined by teachers input, student data, student/parent input, and alignment with the state assessment. After piloting is complete, teachers disseminate their results and finds amongst each other during bi-weekly meetings. Those results are reviewed by the administrative team.<br>• Vendors will share information about the products, objectives addressed above must be met.<br>• Supplemental material is also piloted and recommended by the teachers for adopting to support where some concepts may need support.<br>• Research-based curriculum is introduced to the teachers for review, some agree to pilot a program, at the end of the year the curriculum stakeholders meet and decide on what to adopt based on student assessments, and teacher supported recommendations.<br><br>**Final Evaluation:** | |
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| **[C.A.4]**<br>• **Piloting Program Email**<br>• **Parent Advisory Meeting Agenda**<br>• **Parent Advisory Meeting Minutes** | **Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Principals and teachers share at meetings the needs of the students.<br>• Teachers are an essential part of the process and pilot research based programs for their content and user friendliness for all concerned.<br>• Parents share their thoughts at parent advisory meetings.<br>• Data managers review student academic levels and needs.<br><br>**Final Evaluation:** | |
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| **[C.A.5]**<br>• **Galileo Staff Survey**<br>• **Board Meeting Minutes**<br>• **Staff surveys**<br>• **Piloting Program Email** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Evaluating and analyzing curriculum starts with the Director of Curriculum and Instruction researching various publishers/vendors' "research-based curricula", specifically looking at the quality of content, alignment to the standards, and cost.<br>• Teacher surveys are provided by the administrators.<br>• Demonstration of the piloted program test results, teacher input, followed by information to the board provide sufficient evidence of success in this adoption process.<br>• This process is followed by board review, authorizing purchase of curriculum and ensuring all curricular materials that are required are purchased as well.<br><br>**Final Evaluation:** | |
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| **[C.I.6]**<br>• **Teacher Lesson Plans**<br>  ○ **Blank/Completed**<br>• **Teacher Evaluation Forms**<br>• **Curriculum Assessments**<br>• **Supplemental Materials**<br>• **Administrative Weekly Walk-Throughs/Lesson Plan Check-Off**<br>• **Meeting Minutes**<br>• **PD Sign-in Sheets**<br>• **PD Meeting Minutes**<br>• **PD Agendas** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• All administrators have received the Qualified Evaluator training and do weekly lesson plan checks.<br>• Teachers are responsible for implementing curriculum in the classroom. This is observed by formal evaluations and informal walk through observations.<br>• The process of evaluation staff is done via surveys, and teachers with a "Teacher Evaluation" modeled after the "Danielson Evaluation". These are documented observations to insure teachers are using adopted curriculum.<br>• Teacher training on instruction content, as well as other areas (classroom management, academic strategies, etc.) will be the role of the Curriculum and Instruction Director, with the support and input of the entire team. (Logs of teacher trainings are documented)<br><br>**Final Evaluation:** | |
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| **[C.I.7]**<br>• **Lesson Plans**<br>• **Lesson Plan Checks**<br>• **Pacing Guides**<br>• **Curriculum Course Sequence Guide** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Administration checks lesson plans and standard check-off sheets weekly to ensure teacher are sufficiently progressing through the standards and are meeting the required standards per year.<br><br>**Final Evaluation:** | |
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| **[C.I.8]**<br>• **Professional Development Agendas**<br>• **Teacher Evaluations**<br>• **Standards Check-Off Sheet**<br>• **Teacher Lesson Plans**<br>• **Principal Communication (expectation of curricular tools)**<br>• **English Language Arts Pacing Guides, Grades 2 and 4**<br>• **Math Pacing Guides, Grades 2 and 4** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Mohave Accelerated Elementary School employs a district curriculum with the expectations that all teachers:<br>1) Implement the curriculum as it was designed.<br>2) Implement curricular tools, e.g., the Course Sequence Guide and curriculum maps.<br>• The teacher evaluation tool gives documentation and the teacher aligning their own curriculum in the teacher's edition also indicates expectations are being met along the way.<br>• The Principal and Director of Curriculum and Instruction communicate this expectation to teachers during teacher evaluation and professional development on curriculum.<br><br>**Final Evaluation:** | |
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| **[C.I.9]**<br>• **Lesson Plans**<br>• **Lesson Plan Checks**<br>• **Teacher Evaluations** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Teacher evaluation<br>• Observation by administration for standards instruction<br>• Principals have electronic access to the lesson plans as well as doing classroom walkthroughs and signing a paper copy of the lesson plans weekly after reviewing them.<br>• Teachers provide their lesson plans to the Principal weekly.<br><br>**Final Evaluation:** | |
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| **[C.E.10]**<br>• **Standards Check-Off**<br>• **English Language Arts Pacing Guides, Grades 2 and 4**<br>• **Math Pacing Guides, Grades 2 and 4**<br>• **Lesson Plan Check-Offs**<br>• **Teacher Lesson Plans**<br>• **Teacher Evaluations** | **Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Observe classroom instruction for standard alignment (formal and informal). Documented in the teacher evaluation forms.<br>• Analyze standards documents in terms of how many times a standard is covered. Data is documented on the strengths and weaknesses of the curriculum and any gaps to ensure coverage. In addition, the teachers verify the standards correlate from the textbook match the standards evidenced by the standards check-off sheets.<br><br>**Final Evaluation:** | |
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| **[C.S.11]**<br>• **English Language Arts Pacing Guides, Grades 2 and 4**<br>• **Math Pacing Guides, Grades 2 and 4**<br>• **Intervention (included with Data submission)**<br>• **Friday Tutoring Identification** | **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%.<br><br>**The documents provided demonstrate evidence of the following:**<br>• Non-proficient students are identified with the on-going Galileo test.<br>• Those students with poorest results in classwork, Benchmark and on unit tests are given level 2 RTI with an experienced master teacher.<br>• Those students who score lower than 80% after the level 2 intervention are given 1:1 Level 3 intervention.<br><br>**Final Evaluation:** | |
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| **[C.S.12]** | **ELL – Not required** | |
| **[C.S.13]** | **FRL – Not required** | |

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| **[C.S.14]**<br>• **English Language Arts Pacing Guides, Grades 2 and 4**<br>• **Math Pacing Guides, Grades 2 and 4**<br>• **SPED Quarterly progress reports (reviewed on site)** | **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.<br><br>**The documents provided demonstrate evidence of the following:**<br>• SPED Quarterly progress reports are also done throughout the year.<br>• The special education teachers stay in constant contact with the general education teachers to ensure teachers understand how to implement the modifications into the curriculum.<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. |