Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Omega Alpha Academy
School Name: Omega Alpha Academy
Site Visit Date: April 8, 2015

Required for: Renewal
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **•1: Monitoring Instruction Flow Chart (pg. 151)** **•2: Administrator's Checking Standards Posted – CWT (pg.134)** **•3: Lesson Plan – specific section highlighting aligned standard (pg.1)** **•4: Coaching Form (pg. 26)** **•5: Email from teacher to principal of lesson plans (pg. 136)** **•6: Email of the standard covered on GA scale (Pg. 137)** **•7: Curriculum Mapping (Pg. 2).** **•8: Lesson Plans (Pg. 1).** **•9: G. A. Scale (Pg. 3).** **•10: PLC Triplicate (Pg. 9).** **•11: C.W.T. Form (Pg. 25).** **•12: Instructional Coaching Form (Pg. 26).** **•13: SRA Data Binder Information (Pg. 27).** **•14: SRA Coaching Form (Pg. 28).** **•15: SRA Binder Checklist (Pg. 29).** **•16: PLC Tool belt Student Data Tracking Form (Pg. 30).** **•17: Teacher Professional Development Plan (Pg. 31).** **•18: Standards Progressions (Pg. 32, 33).** **•19: Focus Calendars (Pg. 18).** **•20: AzMERIT Blueprint (Pg. 19).** **•21:Pacing Guide (Pg. 20).**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for monitoring the integration of standards into classroom instruction and how the Charter Holder monitors whether or not instructional staff implements an ACCRS-aligned curriculum with fidelity. **The documents provided demonstrate evidence of the following:** • Lesson plans are submitted weekly. Standards must be evidenced in the daily lesson plan submission. • As part of the Classroom Walk Through process, observers annotate the standard the teacher is utilizing in the lesson being delivered and whether instruction aligns with the lesson plan submitted for that day. • Instructional Coaching forms record whether the standard was observed during instruction including whether the standard was specifically state, re-stated-, and summarized at the end of the lesson. • SRA Instructional Coaching forms are used to monitor teacher implementation of the SRA reading program. The forms record observations, comments, and coaching input. The form indicates whether the observation results have been reviewed with the teacher. **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.

•22: Grade group meetings Agenda with the Discovery Learning Process Pg. (23). **•23: Weekly PLC Mtgs. (pg. 9)** **•24: ILT Discovery Learning Professional Development (pg. 24)** **•25: CWT Classroom Observation Schedule (Pg. 157)**	
[M.2] **G.A. Scale Tracking Forms** **•1: Monitoring Instruction Flow Chart** **•2: Focus Calendars (Pg. 18).** **•3: Lesson Plan Submissions (pg. 01).** **•4: Curriculum Map Submissions (pg. 02).** **•5: AzMERIT Blueprint (Pg. 19).** **•6: Pacing Guide (Pg. 20).** **•7: Grade group meetings Pg. (08).** **•8: Staff emails reminder of due dates (Pg.34).** **•9: Memos to staff (Pg.35).** **•10: Lead teacher dissemination (Pg. 36).** **•11: PLC Meetings (Pg. 9)..** **•12: Professional Development Trainings (pg. 11/24/37/53).** **•13: CWT/LOTI Walk Through Observation Feedback Reflection Forms (Pg. 6 &7).** **•14: Consistent responses/guidance from varying administrators or instructional leaders** **•15: Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).** **•16: Monitoring Focus Calendars (Pg. 18).**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how does the Charter Holder monitor the effectiveness of standards-based instruction throughout the year. **The documents provided demonstrate evidence of the following:** • The G.A. Scale form is completed at the end of an instructional cycle (either one or two weeks). Assessment data is analyzed for pre-assessment and post-assessments. The assessments are designed to assess the specific standards taught during the instructional period. The findings of the analysis are summarized and the team develops recommendations based on their conclusions drawn from their findings. • The G.A. Scale form monitors the percentage of students reaching the goal of 75% on the pre and post assessments. Effectiveness of instruction is determined by the percentage of students meeting the goal of 75% on assessments. • Instructional Coaching Forms also record whether students are demonstrating mastery of the lesson objective. • The teacher observation schedule includes an observation rotation. This schedule provides for unannounced observations of each teacher by the principal or assistant principal once per week. **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.

•17: Monitoring Lesson Plan Submissions (pg. 01). **•18: Monitoring Curriculum Map Submissions (pg. 02).** **•19: Instructional Coaching Form (Pg. 26).** **•20: SRA Data Binder Information (Pg. 27).** **•21: SRA Coaching Form (Pg. 28).**	
[M.3] **•1: Closely monitoring and performing CWT/LOTI Classroom Walk Through Observation Feedback Reflection Forms (Pg. 6 &7).** **•2: Monitoring Focus Calendars (Pg. 18).** **•3: Monitoring Lesson Plan Submissions (pg. 01).** **•4: Monitoring Curriculum Map Submissions (pg. 02).** **•5: AzMERIT Blueprint (Pg. 19).** **•6: Monitoring Pacing Guide (Pg. 20).** **•7: Hosting grade group meetings (Pg. 8).** **•8: Lead teacher dissemination (Pg. 36).** **•9: PLC Meetings (Pg. 9).** **•10: Professional Development Trainings (pg. 11/24/37/53).** **•11: Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).** **•12: Chapter Tests Pg. 49** **•13: Shurley - Chapter Quizzes (Pg.50).** **•14: End of unit assessments (Pg. 49).** **•15: Saxon Tests (Pg. 51).** **•16: SRA (Reading) Assessments (Pg. 49).**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for evaluating instructional practices and how this process evaluates the quality of instruction. **The documents provided demonstrate evidence of the following:** • Classroom Walk Through (CWT). One form is the one which has been in existence for a number of years (CWT) and the other observation tool is a relatively new tool at our school (Loti). During a CWT/Loti observation, the OAA evaluator will walk into the classroom and performs an unannounced observation. The LoTi form evaluates teachers in four areas (Higher-order thinking, Engaged learning, Authentic connections, and Technology use). Elements observed are indicated and used to calculate an overall LoTi level for the lesson observed. • Upon the completion of the CWT/Loti observation, teachers have approximately two working days to complete the required face-to-face wrap up meeting. Strengths and weaknesses are identified based on the observation and classroom data to create goals to ensure the quality of instruction is high and effective in Math and Language Arts. • Formal observations using the long form LoTi observation: These are required as the first observation for all categories of teachers. Formal observations assess all 4 domains of the Teacher Performance Rubric and evaluate teachers on a proficiency scale for each of the elements within each of the domains. Formal observations require a planning conference and a reflection conference between the teacher and the observing administrator. • Informal observations: These observations are required for all categories of teachers in varying number which may gather evidence of selected domains identified in the formal observation, or may observe all 4 domains included in the Teacher Performance Rubric.
	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.

•17: Shurley (L.A.) Assessments (Pg. 50).	
[M.4] 1: Closely monitoring and performing CWT/LOTI Classroom Walk Through Observation Feedback Reflection Forms (Pg. 6 &7). 2: Monitoring Focus Calendars (Pg. 18). 3: Monitoring Lesson Plan Submissions (pg. 01). 4: Monitoring Curriculum Map Submissions (pg. 02). 5: AzMERIT Blueprint (Pg. 19). 6: Monitoring Pacing Guide (Pg. 20). 7: Hosting grade group meetings (Pg. 8). 8: Lead teacher dissemination (Pg. 36). 9: PLC Meetings (Pg. 9). 10: Professional Development Trainings (pg. 11/24/37/53). 11: Lesson Plan/PLC Tracking Spreadsheet (Pg. 38). 12: Chapter Tests Pg. 49 13: Shurley - Chapter Quizzes (Pg.50). 14: End of unit assessments (Pg. 49). 15: Saxon Tests (Pg. 51). 16: SRA (Reading) Assessments (Pg. 49). 17: Shurley (L.A.) Assessments (Pg. 50). 18: Honor Roll Assembly (pg. 158)	**Charter holder indicated the intended purpose of the document was to demonstrate:** how this process identifies individual strengths, weaknesses, and needs. **The documents provided demonstrate evidence of the following:** • The process Omega utilizes to evaluate instructional practice identifies individual teacher strengths/weaknesses/instructional needs by allowing the observer to rank and document specific instructional methodologies. Teachers receive a score for each of the elements in the LoTi walkthrough form and a total LoTi level for the observation. • Additionally, the specificity in the teacher observation program allows individual teacher performances to be easily ranked against each other. • The Classroom Walkthrough Rubric also includes a rating scale for the evaluation of teachers in each of the areas of Curriculum, Instruction, Classroom Management. • The observation form is derived from the Charlotte Danielson model. This model is identified as the Loti Walk through Observation. For each element within the domains teachers are evaluated on a proficiency scale. • Those very low scores identifies teachers to Omega administration, which then assign aligned professional development opportunities due to the identified weaknesses.
	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.
[M.5] **•1: Analyzing Assessment Data (pg. 133)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder provides feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices.

•2: Signed coaching form with data and time (Pg. 26) **•3: Professional Development Plan (Pg. 31)** **•4: CWT/LOTI Classroom Walk Through Observation Feedback Reflection Forms (Pg. 6 &7).** **•5: Monitoring Focus Calendars (Pg. 18).** **•6: Monitoring Lesson Plan Submissions (Pg. 01).** **•7: Monitoring Curriculum Map Submissions (pg. 02).** **•8: AzMERIT Blueprint (Pg. 19).** **•9: Monitoring Pacing Guide (Pg. 20).** **•10: Hosting grade group meetings (Pg. 8).** **•11: Lead teacher dissemination (Pg. 36).** **•12: PLC Meetings (Pg. 9).** **•13: Professional Development Trainings (11,24,37,53)** **•Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).** **•12: Chapter Tests (Pg. 49)** **•13: Shurley - Chapter Quizzes (Pg.50).** **•14: End of unit assessments (Pg. 49).** **•15: Saxon Tests (Pg. 51).** **•16: SRA (Reading) Assessments (Pg. 49).** **•17: Shurley (L.A.) Assessments (Pg. 50).**	**The documents provided demonstrate evidence of the following:** • The Charter Holder provides feedback on strengths/weaknesses/needs, based on the evaluation of instructional practices, by conducting a face-to-face CWT wrap-up meeting. These meetings are done within two working days, after the completion of the initial classroom walk-through meeting. • The LoTi form includes comments from the observer for each of the elements evaluated during the observation. • Instructional Coaching forms records observations and provide feedback and comments to teachers regarding instructional practices observed. **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.
[M.6] **Creating a Discovery Learning Lesson (modeling lesson)** **•1: Analyzing Assessment Data (pg. 133)** **•2: Signed coaching form with**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder analyzes this information, what the data about quality of instruction tells the Charter Holder, and what the Charter Holder has done in response. **The documents provided demonstrate evidence of the following:** • The Charter Holder analyzes this information by simply accessing the composite summarization of the teacher

data and time (Pg. 26) **•3: Professional Development Plan (Pg. 31)** **•4: CWT/LOTI Classroom Walk Through Observation Feedback Reflection Forms (Pg. 6 &7).** **•5: Monitoring Focus Calendars (Pg. 18).** **•6: Monitoring Lesson Plan Submissions (Pg. 01).** **•7: Monitoring Curriculum Map Submissions (pg. 02).** **•8: AzMERIT Blueprint (Pg. 19).** **•9: Monitoring Pacing Guide (Pg. 20).** **•10: Hosting grade group meetings (Pg. 8).** **•11: Lead teacher dissemination (Pg. 36).** **•12: PLC Meetings (Pg. 9).** **•13: Professional Development Trainings (11,24,37,53)** **•Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).** **•12: Chapter Tests (Pg. 49)** **•13: Shurley - Chapter Quizzes (Pg.50).** **•14: End of unit assessments (Pg. 49).** **•15: Saxon Tests (Pg. 51).** **•16: SRA (Reading) Assessments (Pg. 49).** **•17: Shurley (L.A.) Assessments (Pg. 50).**	score (on the Loti Teacher Observation Website). • From this information, the Charter Holder determines which specific strengths he wants to replicate and which specific teacher weaknesses he needs to remediate via a Professional Development plan which includes specific goals with deadlines or observation of master teachers with written documentation of their observation experience • Teacher excelling on his/her evaluations, he/she may be considered to be a mentor teacher or may model lessons for struggling teachers based on their specific need. • If a teacher is consistently receiving poor evaluations, the teacher may be put on a professional development plan. Included in this professional development plan may be additional coaching sessions, peer observations, and/or extended research to name a few professional development opportunities. **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.
[M.7] **•1: Composite List of Students Bottom 25% (Pg. 39** **•2: List of Tier I-III Intervention Program (Pg. 43).** **•3: Letter to parents informing them of Tier I-III (pg. 59).**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of students with proficiency in the bottom 25%. **The documents provided demonstrate evidence of the following:** • The LoTi observation form includes monitoring of student engagement for students, including student collaboration in small group instruction, the primary strategy used for students in the bottom 25%. The LoTi form also monitors teacher usage of authentic connections which evaluates the teacher making connections to real

•13: Grade group meetings (Pg. 8). **•14: Lead teacher dissemination (Pg. 36).** **•15: PLC Meetings (aligned to CCSS/ACCRS) (See Pg. 9)** **•16: Professional Development Trainings (aligned to CCSS/ACCRS) (Pg. 11/24/37/53).** **•17: CWT/LOTI Walk Through Observation Feedback (aligned to the Charlotte Danielson Model) (Pg. 6/7).** **•18: Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).**	world applications of concepts taught. This was identified as an essential strategy to develop success for struggling students and use of this strategy is used for students in the bottom 25%. • Observations and walkthroughs occur during intervention and tutoring to **monitor the quality of instruction during these specific instructional times for students in the bottom 25%.** **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.
[M.8] **Monitoring Instruction - ELLs** **•1: Program Modifications during Interventions to Meet Student Needs (pg. 124)** **•2: ELL standards with Individual students – Attachment A report (pg. 125)** **•3: ILLP: recommendations of ELL strategies used – peer grouping – Attachment B (pg. 126)** **•5: SEI Training Endorsement certificates (Pg. 83).** **•6: Sample of SEI Mini-training (Pg. 84).** **•7: AzElla Comparison Report (pg. 129)** **•8: After School intervention sign in sheets showing ELLs (pg. 130)** **•9: Saturday School Intervention (pg. 131)** **•10: List of Tier I-III Intervention Program. (pg. 43).** **•11: Composite List of ELL**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • The Charter Holder monitors differentiated instruction by performing walk through observations during Tier 1-3 tutoring sessions. These walk through observations are specifically addressing areas such as differentiated instruction to meet the specific needs of the ELL students. • The SEI classrooms are observed and evaluated using the same forms as all other classrooms. • The LoTi observation form includes monitoring of student engagement for students, including student collaboration in small group instruction, the primary strategy used for ELLs. The LoTi form also monitors teacher usage of authentic connections which evaluates the teacher making connections to real world applications of concepts taught. This was identified as an essential strategy to develop success for struggling students and use of this strategy is used for ELLs. • During PLC Meetings ELL coaches provide feedback to middle school and high school teachers regarding effective instructional practices. ELL coaches meet with teachers during PLC meetings to assist with analysis of data and identify appropriate strategies to be implemented to address the needs of ELLs. **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.

Students (Pg. 44). **•23: Grade group meetings (Pg. 8).** **•24: Staff emails reminder of due dates (Pg. 34).** **•25: Memos to staff (Pg. 35).** **•26: Lead teacher dissemination (Pg. 36).** **•27: PLC Meetings (aligned to CCSS/ACCRS) (See Pg. 9)** **•29: CWT/LOTI Walk Through Observation Feedback (aligned to the Charlotte Danielson Model) (Pg. 6/7).** **•30: Reflection Forms (See Pg. 7)** **•31: Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).** **•32: Mini-SEI Training conducted with ELL teachers (pg. 135)**	
[M.9] **N/A**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of Free and Reduced Lunch (FRL) students. **N/A**
	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.
[M.10] **•1: Analyzing Assessment Data - SpED (Pg. 150)** **•2: Lesson Plan/PLC Tracking Spreadsheet (Pg. 38).** **•3: Focus Calendar (Pg. 18).** **•4: AZ Merit Blueprint (Pg. 19).** **•5: Pacing Guide (Pg. 20).** **•6 Grade group meetings (Pg. 8).** **•7: Staff emails reminder of due dates (Pg. 34).**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder monitors instruction to ensure it is meeting the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • The Charter Holder holds the Special Education Director specifically in charge of insuring that the lesson implementation meets the needs of the students with disabilities. This is insured by completing classroom walk through observations and providing coaching specific to the student's IEP. The individual accommodations are then monitored through Special Education Walk Through Observations. • The SPED director participates in PLC meetings and provides input and feedback to classroom teachers regarding accommodations, modifications, and use of appropriate instructional strategies to provide instruction to meet

•8: Memos to staff (Pg. 35). **•9: Lead teacher dissemination (Pg. 36).** **•10: PLC Meetings (Pg. 9).** **•11: Post-Loti Connection Evaluations (pg. 7)** **•12: Professional Development Trainings (Pg. 11, 24, 37, 53).** **•13: IEP Progress Monitoring Report (pg. 113)** **•14: Ms. Cormier's report (pg. 114)** **•15: Intervention report from just Sped (pg. 115)** **•16: Saturday school sign in (pg. 116)** **•17: Ms. Hora's composition book (pg. 117)** **•18: Ms. Ivette's notes from classroom observation (pg. 118)** **•19: Instructional Blueprint / Plan (pg. 119)** **•19: IEP Progress monitoring report (pg. 120)** **•20: IEP goal from tracking sheet (pg. 121)** **•21: I.E.P. meetings with Principal and Special Education Coordinator & SpEd team. (pg. 61).** **•22: Lesson Plan revisions with SpED modifications (Pg. 62).**	the needs of students with disabilities. • The LoTi observation form includes monitoring of student engagement for students, including student collaboration in small group instruction, the primary strategy used for students with disabilities. The LoTi form also monitors teacher usage of authentic connections which evaluates the teacher making connections to real world applications of concepts taught. This was identified as an essential strategy to develop success for struggling students and use of this strategy is used for students with disabilities. • SPED director observes classroom instruction to monitor use of appropriate accommodations and modifications identified in student IEPs. **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.