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: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **Needs Assessment completed at NISL (Pg. 73)** **Two-Week PD Plan July 2014** **Lead Teacher Training Notes** **Grade Group Meeting agendas** **Half-day training sign in forms** **Saturday training sign-in sheets, materials**	**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 Charter Holder stated that a constant for PD was SRA Training and classroom management, due to the turnover. These are included in the two-week summer training. There are also weekly classroom management and SRA trainings for teachers, who attend as needed.** • **Each lead teacher provides weekly Grade Group Meetings at which they critique and coach teachers on effective instructional methods.** • **Monthly half-day training for all staff based on topics derived from NISL participation.** • **Every Monday afternoon, Administrators meet with Lead Teachers, with PD based on NISL participation.** • **Three times each year on a Saturday, all staff members are required to attend trainings on topics including**
	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.2] **Needs Assessment completed at NISL (Pg. 73)** **CIP** **Action Learning Plan**	**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:** • In conjunction with coaches from the National Institute for School Leadership (NISL), OAA's administrative team, OAA's Instructional Leadership Team (ILT), OAA's Intervention Specialist as well as input from teachers on several surveys and a needs assessment, data was analyzed to determine the areas of greatest need for teachers as well as methodologies to have the greatest impact. • The professional Development plan is Based on the data gathered from the needs assessment which was completed by administration, the information and data gathered from classroom walk through observations as well as teacher surveys, the ILT and Admin team worked together to create goals in order to improve all areas of

	the school in order to reach the common goal of student achievement. • Based on the information derived from said data, the ILT created an Action Learning Plan (ALP), in conjunction with the already created schools Continuous Improvement Plan (CIP) to address any area of concern and strengthen areas of success.
	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.3] **Performance Correction Notice** **OAAEnd of Year EXIT Survey** **Classroom walkthrough observations** **LoTi observations** **Teacher Surveys to Identify PD Needs**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the professional development plan is aligned with instructional staff learning needs **The documents provided demonstrate evidence of the following:** • **A needs assessment was conducted and the Instructional Leadership Team decided that focusing our efforts on equipping teachers with the research, tools, support, guidance, training and consistent coaching with regards to using data to drive instruction, would give our students and school the greatest amount of achievement in the shortest amount of time.** • **This has been derived from: Professional development surveys, End of Year Exit Surveys, Classroom Walk Through Observations, Loti Observations and Coaching Session.** • **The Charter Holder described the process by which, when a specific need was identified for a teacher through observation and not addressed through coaching, a Professional Correction Notice was issued identifying specific learning needs and**
	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.4] **Needs Assessment completed at NISL (Pg. 73)** **CIP** **Action Learning Plan**	**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:** • In conjunction with coaches from the National Institute for School Leadership (NISL), OAA's administrative team, OAA's Instructional Leadership Team (ILT), OAA's Intervention Specialist as well as input from teachers on several surveys and a needs assessment, data was analyzed to determine the areas of greatest need for

	teachers as well as methodologies to have the greatest impact. • The professional Development plan is Based on the data gathered from the needs assessment which was completed by administration, the information and data gathered from classroom walk through observations as well as teacher surveys, the ILT and Admin team worked together to create goals in order to improve all areas of the school in order to reach the common goal of student achievement. • Based on the information derived from said data, the ILT created an Action Learning Plan (ALP), in conjunction with the already created schools Continuous Improvement Plan (CIP) to address any area of concern and strengthen areas of success.
	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.5] **Lead Teacher Training Notes** **Grade Group Meeting agendas** **Half-day training sign in forms** **SRA training materials** **CRM Training Materials** **PLC Meeting forms** **LoTi Observation forms** **Walk Through Observation Forms** **Instructional Coaching Forms**	**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:** • **Weekly SRA and CRM training** • **Coaching** • **Grade Level Meetings** • **PLC Meetings**
	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.6] **Lead Teacher Training Notes** **Grade Group Meeting agendas** **Half-day training sign in forms** **SRA training materials** **CRM Training Materials**	**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:** • In PLCs and Grade Group Meetings, teachers who have demonstrated these abilities are able to share them with others.

PLC Meeting forms **LoTi Observation forms** **Walk Through Observation Forms** **Instructional Coaching Forms** **Math Coaching Schedule**	• OAA has implemented PLC time in which teachers collaborate to look at various pools of data to identify strong and weak standards and provide instructional remedies for addressing areas of concern. • OAA provides daily and weekly on-going professional development for teachers based on current best practices regarding CCSS instructional methodologies. • A Math Coach has been provided for teachers to consult regarding interpreting the CCSS/ACCRS, instructional methodologies, data disaggregation, and other areas of concern. • Various sources of standards based exemplars have been given to teachers and students to have a baseline and goal for specific areas of achievement. • More time has been built into the daily master schedule in order for teachers to hone their skills on newly suggested methodologies. • Teachers have several different feedback tools which are now monitored, tracked and evaluated for levels of effectiveness such as the CWT Walk Through Observation Reflection, LOTI Observation Reflection Form, Coaching, and Etc.
	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.7] **1: Pre- CCSS Loti (Pg. 6, 7).** **2: Post CCSS Loti (Pg. 6, 7).** **3: Pre CCSS CWT (Pg. 6, 7).** **4: Post CCSS CWT (Pg. 6, 7).** **5: Feedback generated from Lesson Studies (Pg. 81).** **6: Feedback provided at PLC from Administration (Pg. 09).** **7: G.A. Scale showing increase after PD (Pg. 09).**	**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:** • Through LOTI HEAT observations: These walk through observations evaluate the academic rigor of the lesson being taught. These walk through observations are monitored, tracked and data is collected to see if suggestions are effective or not. This data is stored on the online data collection system. • Through CWT observations: These walk through observations are a snap shot of a teacher's classroom, and curriculum plan, design and implementation. • Through PLC Walk through Observations: These evaluations are put in place to rate teacher's knowledge on how to effectively utilize the time given to collaborate to create lessons, disaggregate data and focus on implementation strategies which were suggested. • Through G.A.Scale: Goal Attainment Scales will ensure that areas which have exemplified the greatest deficiencies are being adequately addressed which will increase student achievement and set students up for

	exceeding expectations on standardized tests.
	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.8] **1: Post Observation Notes with Goals from LOTI (Pg. 7).** **2: Post Observation Notes with Goals from CWT (Pg. 7).** **3: PLC Triplicate (Pg. 9).**	**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:** • Through LOTI HEAT/CWT observations: Administration will meet with teachers preferably within a 48 hour window to provide feedback based on observations. Not only is feedback provided, teachers and administrators work on an area to focus attention based on the walk through. The subsequent walk-throughs and professional development are based on the focus area from the prior walk through, until that area of focus has met expectations. • Through PLC walk through Observations: These evaluations are put in place to rate teacher's knowledge on how to effectively utilize the time given to collaborate to create lessons, disaggregate data and focus on implementation strategies which were suggested. Based on the PLC monitoring, administration will work collaboratively with teachers to create goals to increase "time-on-task" during the PLC time.
	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.9] **PD Discussion Differentiation sign in (Pg. 53).** **PD regarding data on Tier 1-3 (Pg. 82).** **G.A. Scale tutorial (Pg. 09).**	**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:** • Teachers are given time to meet collaboratively to discuss instructional methodologies which are research based and are geared towards meeting the needs of the non-proficient students. • Teachers have also been provided professional development on how to monitor the bottom 25 % of students on the G.A. Scale performance. • In addition to data tracking, teachers have been given training regarding tier 1-3 students and what interventions

	are in place for those students who are the greatest risk. • The teachers have also been trained in delivering lessons using differentiated instruction to meet the needs of various students in the group.
	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.10] **1: PD Plan focusing on SEI strategies (pg. 143)** **2: Written Observation Feedback from Observed SEI Classrooms (pg. 144)** **3: PD Plan Summary Report (pg. 145)** **4: SEI Training Endorsement certificates (Pg. 83).** **5: SEI Reimbursements (Pg. 70).** **7: CWT Form (Pg. 06).** **8: Sample of a SEI Mini-training (Pg. 84).** **9: ILLP Packet (Pg. 46).** **PLC meetings with ILLP Coaches** **School wide ELL Webinar ILLP Training**	**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:** • The Charter Holder provides mini-trainings focusing on ELL strategies specifically geared towards meeting the needs of the struggling language students. • The Charter Holder also provides opportunities for teachers to observe their peers in order to gain insight on how to appropriately implement ELL strategies. • The ILT and/or the administrative team may model ELL Instructional methodologies in the classroom if necessary or warranted. • Support will be provided to teachers by the ILT and the Administrative Team. They will take part in professional learning communities, research best practices to meet the needs of ELL students, provide meaningful feedback, create time and opportunities for teachers to collaborate and observe other teachers instructional methodologies which have proven to increase proficiency for ELL students. • Teachers will be afforded specific professional development plans addressing specific areas of improvement with regards to development of data driven curriculum, as well as professional development implementation relating to the specific needs of ELL students. • The ELL coordinator works in conjunction with ELL grade level coaches in order to ensure all teachers understand the intricacies of an Individual Language Learner Plan (ILLP) and how to meet the needs of ELL students as a whole. She, in conjunction with the ILT and Admin Team, also provides coaching to teachers on instructional methodologies which may best meet the need of the ELL student based on their proficiency status.
	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.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 **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.
[P.12] **1: IEP (Pg. 61).** **2: Lesson Plan revisions with SpED modifications (Pg. 62).** **3: Coaching from SpED to teacher (Pg. 85).** **6: SpED training powerpoint (Pg. 87).** **Safety Nets Training**	**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 **The documents provided demonstrate evidence of the following:** • The Special Education Director provides in-house professional development for teachers in order to meet the needs of students all students with disabilities. • The special education director evaluate lesson plans to ensure that the needs of the special education students are being met. If they are not, she provides coaching and support as well as professional development to those teachers who need additional help in accommodating students with special needs. • The special education director and teachers also observes teachers as they implement lessons to ensure they are meeting the needs of the students while instruction is taking place. Based on observations, the SpED team may make recommendations to the teacher to better meet the needs of the students based on their learning goal and or behavior objective. • The special education director also provides professional development to teachers in the form of explaining the intricacies of the student's individual education plan (IEP). This allows for teachers to ensure they are meeting the learning goals specific to that child's specific need.
	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.