Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Paideia Academies, Inc.
School Name: The Paideia Academy South Phoenix
Site Visit Date: September 21, 2015

Required for: Expansion - Grade Level
Expansion - Enrollment Cap
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome	
[C.E.1] **CRC Assembly- Meeting notes/agendas** **Curriculum Guide and drafts** **Curriculum Review Committee- Curriculum Calendar; CRC meeting artifacts/presentations** **Curriculum Review Process – Curriculum Calendar; Paideia Curriculum Plan; curriculum evaluation tools** **Examples of Curriculum Review documents- 3 grade level curric maps; 3 grade level data dialogs; 3 grade level curriculum review agendas/minutes**	**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. **The documents provided demonstrate evidence of the following:** • The Curriculum Review Committee meets to evaluate curriculum for effectiveness in enabling students to meet the standards. • The Curriculum Review Committee meets to complete the Curriculum Effectiveness Tool. • Grade levels meet in a monthly Curriculum Review Meeting to discuss and evaluate the curriculum's effectiveness in enabling students to meet the standards. **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.
[C.E.2] **Curriculum Gap Analysis documentation** **Checklists for Common Core Standards** **Curriculum Maps** **Meetings and Agendas** **Curriculum Calendar**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided demonstrate evidence of the following:** • The CRC conducts curriculum gap analysis through the process of meeting with grade level teams. • Cross-checking grade level standards with those standards identified in their curriculum maps. • Grade level teams immediately filled any holes that were discovered. • The curriculum director met individually with each grade level team and their CLC representative to discuss gaps in curriculum. **Final Evaluation:**	
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[C.A.3] **Meetings and Agendas** **Growth Analysis** **Instructional Effectiveness Rubric** **Paideia Curriculum Plan**	**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. **The documents provided demonstrate evidence of the following:** • Curriculum Review Committee identifies curriculum changes/revision needs based on assessment data to determine if gaps in proficiency and growth are due to curriculum or instructional effectiveness by reviewing previous two year data. • CRC uses the data to complete the Curriculum Effectiveness 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.
[C.A.4] **Paideia Curriculum Plan**	**Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • Curriculum Review Committee consisting of Principal, Curriculum Director, teacher representative from each grade level. **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.
[C.A.5] **Paideia Curriculum Plan** **Financial Policies and Procedures Handbook**	**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. **The documents provided demonstrate evidence of the following:** • Executive Leadership Team and Campus Leadership Council analyze best practices from other successful charter schools with similar population subgroups. • Curriculum Review Committee analyzes and researches curriculum samples/options. • CRC conducts vendor analysis checklist. **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.

[C.I.6] **Curriculum Review Meeting agendas/minutes** **Teacher Observations/Evaluations** **Professional Development** **Sample Common Assessments** **Sample Curriculum Maps** **Sample Data Dialogs**	**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. **The documents provided demonstrate evidence of the following:** • Professional Development begins the implementation of curriculum in order to deliver the expectation about curriculum expectations, including the tenants of a common, guaranteed and viable curriculum. Curriculum mapping was introduced and implemented. Training on mapping includes addressing gaps in curriculum and instruction. • Monthly Curriculum Review meetings • Grade-level Curriculum Review Meetings • Data Dialogs to check for growth and proficiency in the subgroups • Conduct Walk-Abouts **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.
[C.I.7] **Alignment Guides** **Standards Checklists** **Meetings and Agendas** **Sample Curriculum Maps**	**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. **The documents provided demonstrate evidence of the following:** • Created and revised curriculum maps • Teachers received a checklist of standards and checked them off as they edited and revised their curriculum maps to ensure all AzCCRS standards for each grade level were included in the curriculum maps. **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.

[C.I.8] **Paideia Curriculum Guide** **Curriculum presentations** **Instructional Effectiveness Rubric** **New Teacher Orientation checklist** **Summer Training 2014 and 2015 Calendar** **Educator Weekly Checklist**	**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. **The documents provided demonstrate evidence of the following:** • Teachers make consistent use of the curriculum and pacing calendar weekly. • Teams are expected to review their curriculum maps for viability and alignment, and to verify that each team member is following the map consistently. • Summer Review of Curriculum Guide • Curriculum Review Meetings • Accountability meetings with the curriculum map and data dialog binder • Mentoring protocol • Monthly professional development sessions **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.
[C.I.9] **Curriculum Review Meetings/Agendas** **Sample Curriculum Maps** **Sample Data Dialogs** **Sample Observations** **Instructional Effectiveness Rubric**	**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. **The documents provided demonstrate evidence of the following:** • Teacher curriculum maps should have reflective notes throughout indicating weekly reflection in grade level teams and daily usage. • Grade-level Curriculum Review meetings held monthly review curriculum map pacing and viability, alignment to standards, and common assessments. • Data dialogs to demonstrate growth and proficiency in the subgroups, and to prove/track instructional alignment to standards and growth. • Informal walk-abouts and classroom observations by principal and curriculum director. **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.

[C.E.10] **Alignment Guides** **Gap Analysis** **Sample Curriculum Maps**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • Analysis of curriculum crosswalk documents • Curriculum maps labeled with standards codes • Gap analysis completed by grade levels and Curriculum Review Committee to assess alignment to standards **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.
[C.S.11] **Data Dialog samples** **CKLA Remediation Guide** **CKLA Supplemental Guide** **Singapore Math "Extra Practice" guides** **Intervention schedules** **Filling in Knowledge Gaps**	**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%. **The documents provided demonstrate evidence of the following:** • ELA Core Knowledge Language Arts Supplemental Guide and Remediation Guide is used to address the needs of students in the bottom 25% • Singapore Math "Extra Practice" guides are used for intervention to address the students in the bottom 25% ○ Also includes anchor tasks and math sprints for struggling learners **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.

[C.S.12] **Supplemental Guides(Transition Supplemental Guide for ELLs)** **Curriculum Evaluation Rubric** **SEI Meeting Agendas** **SEI lesson plans** **Meetings notes/agendas-analyzing data**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • Teachers are trained in authentic literacy- unprecedented amounts of reading, writing, and discussion grounded in evidence from complex fiction/non-fiction texts across the disciplines • Increased SEI classroom math block to 90 minutes including math vocabulary, problem solving, and use of manipulatives	
	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.
[C.S.13] **N/A**	**Not applicable**	
[C.S.14] **Curriculum samples** **Analysis of Special education teacher/Director** **CKLA Lessons** **Supplemental Guide**	**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. **The documents provided demonstrate evidence of the following:** • IEP modifications are used to supplement curriculum in pull out sessions and the Supplemental Guide is used where appropriate. • Additional resources needed to bring a student up to grade level are pulled from current curriculum resources, but students will receive instructional materials from lower grade levels as needed. **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.