Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Prescott Valley Charter School
School Name: Prescott Valley School
Site Visit Date: March 2, 2015

Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] **Board Meeting Adoption of Engage NY** **Curriculum Committee Meeting Agenda and Sign In** **FY2014 Instructional Analysis Tool 3-8, 9-12** **Instructional Analysis Tool PPT** **Resource Adoption Matrix** **Written Summary for Adoption**	**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 charter holder evaluates curriculum and instruction using an Instructional Analysis Tool. A Powerpoint outlines the process for how to use this tool. The Instructional Analysis Tool provides administration with a clear picture of curriculum and instruction over a period of time. The tool connects student achievement data to professional development needs and assists in the identification of challenges, such as, a lack of exposure to the curriculum vs. an instructional issue. The tool allows administration to examine the relationship between curriculum and instruction based on student achievement and facilitates selection of targeted areas for improvement. The Charter Holder found many issues within the current curriculum and decided to make a change. • The Charter Holder evaluated curricular options that were in place at a sister school and used the resource adoption matrix as an evaluation tool to determine if it would work at the current campus. Once the teachers in the Curriculum Committee agree on a curriculum resource, it goes to the Board for adoption.
[C.2] **FY2014 Instructional Analysis Toole 3-8, 9-12** **Instructional Analysis Tool PPT**	**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 Instructional Analysis Tool outlined above allows administration to identify if curricular gaps exist across grade levels because it is aligned to state standards. The tool can detect if a standard is not taught or if it does not exist within the curriculum, or if gaps exist across grade levels. • The tool helps the administrator to see if concepts that are not mastered are due to instructional challenges or because standards are not strongly aligned to the curriculum.

[C.3] **Curriculum Map Training Sign In Sheets** **Curriculum Mapping Progress Checklists** **Board Meeting Adoption of Engage NY** **Board Meeting Minutes** **Curriculum Auditor Certificate** **PVCS Curriculum Adoption Cycle** **Resource Adoption Matrix**	**Charter holder indicated the intended purpose of the document was to demonstrate:** thee Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:** • The charter holder follows a cycle for curriculum map revision and curriculum resource adoption, which includes the advising process led by a Curriculum Auditor. • Revisions to curriculum maps are made by grade level teachers in consultation with a certified curriculum auditor (external provider). • Adoption of new/revised curriculum maps and/or new curriculum resources are board approved based on admin recommendation. • Prior to recommendation for board approval new curriculum resources are evaluated using a matrix completed by grade level teachers and administration.
[C.4] **Curriculum Map Training Sign In Sheets** **Board Meeting Minutes** **Curriculum Auditor Certificate** **Curriculum Committee Meeting Agenda and Sign In Sheets** **Resource Adoption Matrix**	**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:** • Grade level and/or content area teachers complete the matrix and participate in curriculum mapping training and creation • Curriculum Auditor participates in the mapping process • Administration and Governing Board are involved in the adopting or revising process.
[C.5] **Curriculum Committee Meeting Agenda and Sign In Sheets** **FY2014 Instructional Analysis Tool 3-8, 9-12** **Resource Adoption Matrix** **Written Summary for Adoption**	**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:** • Grade level and/or content area teachers and the administration evaluate new curriculum resources using an adoption matrix. • Curriculum map revisions are determined based on gaps identified using the Instructional Analysis Tool mentioned previously.

[C.6] **Catch up plans** **Curriculum Maps** **Lesson Plan Logs** **Lesson Plans**	**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:** • The charter holder requires the use of curriculum maps and monitoring of lesson plans aligned to the maps to ensure consistent implementation of the curriculum. Maps are created by quarter and include embedded pacing guides. • Lesson plan logs are used to track whether the lesson plans are in alignment or not, and this process is driven by the instructional coach. A checkbox matrix is used to track if teachers have all elements present in their lesson plans. • If lesson plans are found to not be in alignment with adopted curriculum maps the teacher is required to submit a catch up plan to administration. A catch up plan consists of a written plan using the curriculum map as a guide in which the teacher must demonstrate how and when all standards will be covered by the end of the school year to ensure that students have access to all standards by end of year. Professional development is also scheduled when lesson plan logs show a consistent need for training on something. • Standards that are predicted to be missed by the end of the year are proactively sought out by the administrator and embedded in the curriculum maps in an earlier quarter or module to ensure that each standard is addressed throughout the year, and buffer days are scheduled in order to accommodate extra time for this.
[C.7] **Catch Up Plans** **Curriculum Maps** **Lesson Plans** **Standards Checklist**	**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:** • Curriculum maps are in place in science, math and ELA. The uses of curriculum maps are verified through the alignment of lesson plans. • If lesson plans do not align a standards checklist is created to ensure alignment to all standards and to ensure that all required standards will be covered within the academic year. See also, response to question #6 for catch up plans. • Standards checklists are used to ensure no standards are missed, and this can help to illustrate the standards that need to be retaught if assessment scores are not showing proficiency.

[C.8] **Catch Up Plans** **Lesson Plan Logs** **Action Plan Sample** **Curriculum Expectation Sheets** **PVCS Observation Tracker K-8, 9-12**	**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:** • Curriculum maps are provided to all new teachers at beginning of school year or upon hire. • Teachers sign a statement for receipt of their curriculum maps and that they understand the expectation for instruction to be aligned to the maps for their grade level and they will be tracked. • Use of maps is monitored in lesson planning during weekly lesson plan checks to ensure alignment. • Further alignment to maps is verified through classroom observation. Teachers not on track are placed on an action plan and monitored monthly.
[C.9] **Catch Up Plans** **Lesson Plan Logs** **Action Plan Sample** **PVCS Observation Tracker K-8, 9-12**	**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:** • A weekly lesson plan log and frequent observations are used to cross check alignment with curriculum maps, if there is an issue with alignment, a meeting is held with the teacher to determine why, and a catch up plan is developed at the end of the instructional quarter to ensure that all standards can be taught by the end of the academic year.
[C.10] **Standards Checklist** **Curriculum Auditor Certificate** **FY2014 Instructional Analysis Tool 3-8, 9-12**	**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:** • The charter holder uses the Instructional Analysis Tool, a standards checklist, and an external curriculum auditor to ensure that curriculum is aligned to standards.

[C.11] **Data PLC sign in sheets** **Instructional Plans** **Teacher PD assignments** **2015 Data** **Bottom 25 Trackers** **PD handouts** **PD Schedule**	**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:** • The charter holder ensures that the curriculum addresses the needs of non-proficient students through the analysis of benchmark data and the creation of instructional plans for spiral review of standards with less than 80% mastery. All students participate in the core curriculum in reading and math. • Three times per year, teachers meet in data PLCs to develop instructional plans based on assessment outcomes to ensure that the instructional needs of all students, including the bottom 25%, are being met. • Individual student proficiency levels by standard are identified for each student through the analysis so that tiered interventions can be applied. • Instructional plans are short term adjustments to the curriculum sequence that outline spiraling of concepts not yet mastered.
[C.12] **ILLPs** **Instructional Plans** **2015 Data** **Data from small group ELL support** **ELL FY14/FY15 AZELLA** **ELL pull out schedule** **ELL tracker** **PD handouts** **PD schedule**	**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:** • The charter holder ensures that the curriculum addresses the needs of ELL students through the analysis of benchmark data and the creation of instructional plans for spiral review of standards with less than 80% mastery. All students participate in the core curriculum in reading and math. • Three times per year, teachers meet in data PLCs to develop instructional plans based on assessment outcomes to ensure that the instructional needs of all students, including ELLs, are being met. • Individual student proficiency levels by standard are identified so that tiered interventions can be applied. Instructional plans are short term adjustments to the curriculum sequence that outline spiraling of concepts not yet mastered. • All ELLs also have an ILLP, which is required to be implemented by the mainstream classroom teacher. • In the 2nd semester of the 2014-2015 school year the charter holder hired a part time reading specialist to provide further support to struggling ELLs in grades K-2.
[C.13]	**N/A**

[C.14] **IEPs** **Instructional Plans** **Service Logs** **Distribution of Copies** **Email communication** **SWD Service Schedules**	**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:** • Based on IEP goals and in consult with the IEP team, targeted intervention is determined to support identified gaps in student learning. • SWD are supported by certified special education teachers in the resource and mainstream classrooms, and paraprofessionals at targeted grade levels where SWD populations are higher. • SWD are also considered in the development of instructional plans mentioned previously and included in any spiraled instruction in the mainstream classroom. • Instructional aides are added to the classrooms that have the most special education students.