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: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **ACSA training agreements for PD** **Curr map trainings prior year PD** **PD materials** **PD Sign in sheets** **A rated charter school consult invoices** **FY13-14 Professional Development** **FY2014 Instructional Analysis Tool 3-8 M&R** **FY2014 Instructional Analysis Tool 9-12 M&R** **Instructional Analysis Tool PPt** **PD Schedule 14-15** **PBS PD Request Form**	**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:** • For the 2014-15 school year the charter holder has partnered with the AZ Charter School Association/Center for Student Achievement for various onsite professional development sessions to improve student engagement and instructional strategies, PD sessions on data analysis/development of instructional plans/outcome predictions, instructional coaching for teachers not maintaining growth, and for admin coaching on effective observation and feedback. • The charter holder has also partnered with School Curriculum Specialists, LLC for effective lesson planning coaching and feedback, new teacher coaching, and onsite professional development related to the components required for effective instructional planning. • Admin staff and instructional staff is also working closely with the admin and instructional staff of an A rated charter school to replicate their success efforts in various areas related to curriculum, reading intervention, and instructional effectiveness. • The admin team is in the process of a book study on Leverage Leadership by Paul Bambrick-Santoyo and the instructional team is participating in a multiple year-long book study on Teach Like a Champion by Doug Lemov. • Prior years' professional development plans consisted of curriculum mapping as instructional staff worked to develop CCR aligned maps for ELA, math and science with the guidance of a Certified Curriculum Auditor through School Curriculum Specialists, LLC. And training on the use of Galileo data by the Charter Association.
[P.2] **ACSA training agreements for PD** **emails leading to dev of PD plan with ACSA**	**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:** • The 2014-15 professional development plan was developed in consultation with charter school

FY2014 Instructional Analysis Tool 3-8 M&R **FY2014 Instructional Analysis Tool 9-12 M&R** **PVS PD Request Form**	association staff based on student outcome data identified through the Instructional Analysis Tool and through the association's model of quality schools based on the book Leverage Leadership. • Teachers can also request targeted professional development based on personal needs/growth plans via a PD request form.
[P.3] **ACSA training agreements for PD** **FY2014 Instructional Analysis Tool 3-8 M&R** **FY2014 Instructional Analysis Tool 9-12 M&R**	**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:** • As mentioned in the curriculum section, the use of the Instructional Analysis Tool allows administration to identify curricular vs instructional issues on an annual basis using state standards and student outcomes from Galileo. This analysis tool was used to align the PD plan with instructional staff learning needs. Across the grade levels assessed at the end of FY2014 in reading, curricular gaps as well as instructional issues were evident. • This information was used to align the PD to staff learning needs as it was determined that teachers across the board did not have or know which instructional strategies are most effective in order to improve instructional outcomes. This led us to the use of the models in Teach Like a Champion. Teachers also did not consistently use Galileo data despite receiving training in prior years. It was necessary to adopt a data informed culture and official process so that teachers would be accountable for using data to inform instruction throughout the school year. Through this process the Instructional Plan was implemented.

[P.4] **ACSA training agreements for PD** **Instructional plans** **FY2014 Instructional Analysis Tool 3-8 M&R** **FY2014 Instructional Analysis Tool 9-12 M&R**	**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:** • The PD plan addressed two areas of high importance; improved student outcomes and instructional team accountability. • The highest area of importance for the charter holder was to improve student outcomes. Training on data analysis, development of instructional plans for spiraling of standards not yet mastered, and training on student outcome predictions was critical to ensure that timely adjustments to instruction could be made throughout the school year. • Another area of high importance was training for the administration on effective observation and feedback to ensure that the admin team could effectively support the instructional team to facilitate instructional improvement and improved supervision and accountability in all areas of instruction and the use of student data.
[P.5] **instructional plans** **Lesson plan feedback examples** **Lesson plan logs** **feedback meeting notes forms** **PVCS Observation Tracker HS 9-12** **PVCS_Observation_Tracker K-8** **Quote - PVCS Lower Elem Coaching** **Quote - PVCS Math Coaching**	**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:** • The charter holder supports high quality implementation of the strategies learned in professional development sessions through frequent classroom walk throughs and feedback. Walk throughs are tracked via an Observation Tracker tool to monitor teacher compliance and progress with implementing new instructional strategies learned in Teach Like a Champion sessions. • Contract with Arizona Charter Schools Association include coaching and support for strategies learned in professional development sessions.

[P.6] **coaching feedback evidence** **Lesson plan feedback examples** **2014-15 schedule semester 2** **feeback meeting notes forms** **PVCS Observation Tracker HS 9-12** **PVCS_Observation_Tracker K-8** **PVS PD Request Form** **Quote - PVCS Lower Elem Coaching** **Quote - PVCS Math Coaching** **TLaC Video Techniques** **Emails to teachers with PD resource links**	**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:** • Contract with Arizona Charter Schools Association include coaching and support for strategies learned in professional development sessions. Emails from ASCA team includes resources and guidance to support implementation. • Emails to teachers demonstrate administration provides links to articles, videos and other resources for teachers based on observed needs to support implementation of skills and strategies.
[P.7] **Lesson plan logs** **2015 Data** **PVCS Observation Tracker HS 9-12** **PVCS_Observation_Tracker K-8** **Teacher Evaluation Plan 2015**	**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:** • The charter holder monitors the implementation of strategies learned in professional development sessions through classroom walk throughs, monitoring of instructional plans developed by instructional staff, weekly lesson planning which shows feedback is being implemented, and through the analysis of Galileo outcome data to ensure that improvements are being realized in student outcomes.
[P.8] **lead teacher eval expectation sheets** **Lesson plan feedback examples** **Lesson plan logs** **mentoring program docs** **feeback meeting notes forms** **PVCS Observation Tracker HS 9-12** **PVCS_Observation_Tracker K-8** **PVS PD Request Form** **Quote - PVCS Lower Elem Coaching** **Quote - PVCS Math Coaching** **Teacher Evaluation Plan 2015**	**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:** • Monitoring and follow up of strategies learned in PD sessions is ongoing through instructional walk throughs and one-on-one feedback sessions to ensure that effective support is being provided and implementation is consistent across all grade levels. • Teachers are supported by peer mentors or instructional coaches based on their individualized needs based on Galileo outcome data and walk through feedback if they are struggling with implementation.

[P.9] **Lesson plan logs** **math coaching feedback and progress** **Differentiation concern correspondence** **SCS Consulting FormDITraining**	**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:** • The charter has scheduled whole staff PD on differentiated instruction for this quarter, which will be tracked via lesson planning and classroom observation. • In February 2015 all staff received training for Effective strategies to work with Difficult, Defiant, Disruptive & Disinterested Students.
[P.10] **Lesson plan logs** **Lesson plan logs** **Differentiation concern correspondence** **SCS Consulting FormDITraining** **SCS Consulting FormELL Training** **SEI Endorsement completion certificates**	**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 has scheduled whole staff PD on differentiated instruction for this quarter, which will be tracked via lesson planning and classroom observation. • All teachers have completed SEI training. Several teachers from out of state have completed SEI endorsement coursework this year.
[P.11]	**N/A**
[P.12] **coaching evidence of DI support** **Lesson plan logs** **lesson plan showing low proficiency DI** **PD provided annually** **Differentiation concern correspondence** **distribution of copies of mods and accoms** **SCS Consulting FormDITraining** **email comm between sped and gen ed for mods etc**	**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:** • Whole staff training has been scheduled for this quarter and coaching has already begun in the math content areas in grades 5-12 to ensure that differentiation is being provided in an effective manner. • Ongoing support and annual training is provided for teachers working with SWD. • SPED teachers provide guidance and support to general education teachers to support instruction to address the needs of students with disabilities