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: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **Curriculum Maps** **Lesson Plans Logs** **Standards mastery data analysis** **Categorical Growth summary** **Galileo** **Curriculum Expectation sheets** **K-12 math and reading categorical growth** **PVCS Observation Tracker K-8, 9-12**	**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:** • The charter holder monitors weekly lesson plan alignment to curriculum maps and overall instruction through observation and walk through to ensure alignment to the lesson plan and curriculum map, and to look for posted learning objectives. Admin brings the teacher lesson plans with them when they observe in order to watch for specific timing issues. • Additional monitoring is conducted using the Galileo assessment system (3 times per year following benchmarks intervals and at the posttest/end of year). The Galileo assessment system provides the administration with categorical growth information by teacher and content area, and standards mastery levels. • The administrator uses categorical growth and assessment data to track the level of mastery by standards within each classroom.
[M.2] **Instructional Plans** **Lesson Plan Logs** **Predictions and outcomes** **Standards Mastery data analysis** **Categorical growth summary** **Galileo** **FY14 Instructional Analysis Tool, 3-8, 9-12** **K-12 Math and reading categorical growth** **PVCS Observation Tracker K-8, 9-12**	**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 charter holder monitors the effectiveness of standards-based instruction on an ongoing basis through the use of Galileo data, classroom observations, walk thrus, Instructional Analysis Tool, and state test data. • Instructional plans are also used to monitor instruction and teachers are required to predict student outcomes on future Galileo benchmarks to provide further points of analysis each time new benchmark outcomes become available throughout the school year.

[M.3] **Prior year observation data** **Teacher PD assignments** **2015 data** **Categorical growth summary** **Galileo** **FY2014 Instructional Analysis Tool e3-8, 9-12** **Observation Marzano Framework** **K-12 math and reading categorical growth** **Lead Teacher Expectation** **PPVCS Observation Tracker K-8, 9-12** **Teacher Eval Template** **Teacher Evaluation Plan** **Teacher Performance Rating**	**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:** • Instructional practice is evaluated via frequent classroom walk through and observations. • During the 2014-15 school year walk throughs are being evaluated using research-based strategies from Teach Like A Champion and the consistent use and implementation of effective instructional and engagement strategies. • The quality of instruction is evaluated using the Galileo assessment system. Teachers maintaining categorical growth throughout the year are considered to be effective. Teachers not maintaining growth are assigned an instructional coach or lead teacher mentor. • The charter is also piloting the iObservation platform using Marzano's The Art and Science of Teaching framework to be added in the fall if pilot results are deemed valid and reliable to add to the data available for teacher feedback and growth in the area of evaluating instructional practices. A growth plan is also ready to be set in place at the end of this year to support teachers in need.
[M.4] **Observation Videos** **Feedback meeting notes forms** **Observation Reflection form** **Observation reflection Pullin** **PVCS Observation Tracker K-8, 9-12** **Teacher Growth Plan Template**	**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 walk through process allows for frequent tracking of the use of Teach Like A Champion strategies from professional development sessions. • Short video excerpts are taken during walk throughs to document the effective use of strategies or a lack there of and to facilitate a dialog during feedback if necessary. • The teacher completes a Feedback Meeting Notes Form during the debrief session to set a goal for the next walk through. • The formal and informal observation allows teachers to determine areas of strength and weakness during the post conference. An observation reflection form is completed and a growth plan is developed annually after the formal observation. The growth plan allows the administration to also determine professional development and coaching or mentoring needs going forward.

[M.5] **Coaching Plans** **Action plan sample** **Feedback meeting forms** **Observation Reflection Forms** **Observation Reflection Pullin** **SCS coaching evidence** **Teacher growth plan template** **Observation videos**	**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. **The documents provided demonstrate evidence of the following:** • After walk throughs feedback is based on video taken during the walk through which documents the effective use of instructional strategies or a lack thereof. The teacher completes a Feedback Meeting Notes Form during the debrief session to set a goal for the next walk through. • Teachers that are not maintaining categorical growth throughout the school year in Galileo are conferenced with and an action/coaching plan is set into motion. Short and long term goals are established to facilitate improvement. • The Charter Holder uses coaches from the Charter Association to work with specific teachers, offer more feedback, and guide more specific growth. • A growth plan has been decided upon to use for teachers at the end of the school year, and teachers have agreed that this will be used in order to facilitate meeting individual needs.
[M.6] **Coaching plans** **14/15 schedule semester** **Action plan sample** **Categorical growth summary Galileo** **FY14 Instructional Analysis Tool e3-8, K-12** **Instructional Analysis Tool PPT** **K-12 Math and reading categorical growth** **PVCS Observation Tracker K-8, 0-12SCS coaching evidence**	**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 walk throughs are tracked in excel in an observation tracker tool and each teacher has their own running list of walk throughs along with areas of strength/weakness organized in one place for quick viewing and effective decision making. The tracker document allows for quick analysis of improvements over time or a lack there of. • Galileo data tells the charter holder the level of instructional quality based on if the teacher is maintaining, exceeding, or NOT maintaining growth. A teacher not showing improvement or progress is placed on an action/coaching plan and monitored monthly by administration. • Analysis of prior year Galileo data in reading using the Instructional Analysis Tool demonstrated that more effective instructional and engagement strategies were necessary and that gaps existed in the curriculum. This information led the admin team to the selection of Teach Like a Champion for book study and professional development and the need to implement a new curriculum for ELA in the fall of 2014.

[M.7] **Instructional plans** **Lesson plans logs** **Reteach Assessment scores** **Bottom 25 tracker** **PVCS Observation tracker K-8, 9-12**	**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:** • Lesson logs are used to track differentiated instruction as well as other elements that would meet the needs of the bottom 25%, and the Charter Holder recognized that the DI was not meeting the needs of the bottom 25% and has scheduled a training to help teachers better prepare to meet their needs. • Instruction of these students is tracked with DIBELS and Galileo, as well as classroom assessments. The data spreadsheet is used to track the students in need and if their needs are being met. • While reteaching as necessary is a system already in place, the Charter Holder now formalized a process to track retreaching of the bottom 25% students and ensure that it is effective.
[M.8] **ILLPs** **Instructional plans** **Lesson plan showing ELL DI** **RAZ assessment data** **DIBELS Lexile and GE** **ELL tracker 2015** **PVCS Observation Tracker K-8, 9-12**	**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:** • Lesson logs are used to track differentiated instruction as well as other elements that would meet the needs of ELLs, and the Charter Holder recognized that the DI was not meeting the needs of ELLs except for one teacher. All teachers are SEI endorsed, and yet strategies were not in place. A training has been scheduled to ensure that teacher recognize and implement how to target the needs of the ELL students, as well as meet the needs of each student's ILLP. • Instruction of these students is monitored through classroom observation in the mainstream classroom and also in the pull out groups conducted by the reading specialist. • DIBELS and Galileo outcomes are also used to monitor the effectiveness of ELL instruction. • The ELLs are also served in small group pull out sessions by a part time reading specialist and instruction of this group is monitored through weekly progress monitoring in DIBELS and reading group level progression in the RAZ program.
[M.9]	**N/A**

[M.10] **IEP goal progress reports** **Lesson plan showing SWD** **PVCS Observation Tracker K-8, 9-12** **SCS Consulting Form DI Training** **SPED Tracker**	**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:** • Lesson logs are used to track differentiated instruction as well as other elements that would meet the needs of students with disabilities, and the Charter Holder recognized that the DI was not meeting the needs of the students with disabilities and has scheduled a training to help teachers better prepare to meet their needs. • Certified Special Education teachers and mainstream teachers are all subject to frequent walk through for monitoring of instruction. • Teachers serving SWD are required to lesson plan for the differentiated needs of this subgroup. • Galileo growth and proficiency reports are generated by the administration after each benchmark to monitor instruction of this subgroup. • IEP goal attainment is used as an instructional monitoring tool for SWD. Special Education Teachers serving this subgroup are required to provide the administration with copies of quarterly progress reports.