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.

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: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
[A.1] **2015 Data** **DIBELS Lexile and GE 14/15** **Quizzes and unit assessments (from question 4)** **6th Math Assessments** **8th ELA Assessments** **9th ELA Assessments** **Algebra 1 Assessments (Qtr 1-4)** **Kindergarten Assessments**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the types of assessments the Charter Holder uses **The documents provided demonstrate evidence of the following:** • Galileo is a comprehensive, standards-based instructional improvement system providing assessments and instructional tools, and containing an embedded instructional effectiveness assessment system designed to help district implement education effectiveness initiatives. Used with grades K-12. • DIBELS is a form of curriculum-based measurement (CBM), used for universal screening and progress monitoring in the acquisition of early literacy skills. This form of brief assessment (1 minute) measures oral reading fluency and identifies difficulties in the acquisition of basic early literacy skills so that early support can be provided to avoid later reading difficulties. Used with grades K-6. • Engage NY Mid and End of Unit assessments from curriculum resources are used for ELA and Math to assess student mastery of standards taught in each unit.
[A.2] **Board Meeting Approval** **Evaluation of AIMSWeb DIBELS** **Evaluation of Assessment Systems** **Summary of Evaluation to Board**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for designing or selecting the assessment system **The documents provided demonstrate evidence of the following:** The governing board adopted the current assessment system in 2011. • Assessments were created as part of the curriculum mapping process requiring teachers to created end of unit assessments. • Rubrics were used to evaluate assessments system and a recommendation was made to administration prior to board approval.
[A.3] **Evidence Galileo aligned to CC** **Instructional Plans** **Predictions and Outcomes** **Standards Mastery Data Analysis from Galileo** **Assessment system alignment to instruction** **FY14 Instructional Analysis Tool**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is aligned to the curriculum and instructional methodology. **The documents provided demonstrate evidence of the following:** • The curriculum maps identify assessments for each unit taught to assess the curriculum that is taught. • Engage NY materials include mid-unit and end of unit assessments • Galileo Benchmark blueprints demonstrate alignment of assessments to ACCR standards.

3-8, 9-12 **PVS Reading Fluency Goals**	• Instructional model is teacher-led direction instruction. Assessments demonstrate alignment with the instructional methodology.
[A.4] **Data PLC sign in sheets** **Instructional Plans** **Quiz and end of unit assessment data** **Quiz and unit assessments** **14/15 PVS Galileo** **2015 Data** **DIBELS lexile and GE 14/15** **ISS loge** **PD Schedule** **PVS 14/15 Calendar** **Resource Adoption Matrix** **Predictions and Outcomes**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the intervals that are used to assess student progress and how the assessment plan includes data collection from multiple assessment, such as formative and summative assessments and common/benchmark assessments **The documents provided demonstrate evidence of the following:** • Galileo Instructional Effectiveness pre/post assessments are administered in August and May of each year in reading and math • Galileo benchmarks are administered in October, December and March in reading and math • DIBELS benchmarks are administered in August, December, and May in reading • DIBELS data is analyzed by administration and shared with individual teachers. • Teachers also use ongoing quizzes, mid-unit and end of unit assessments aligned to the charter's curriculum maps to inform instruction on a more frequent basis.
[A.5] **Data PLC sign in sheets** **Instructional Performance trackers** **Instructional Plans** **Intervention Alerts** **Predictions and Outcomes** **2015 Data** **DIBELS Lexile and GE 14/15** **PD Schedule**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system provides for analysis of assessment data and what intervals are used to analyze assessment data **The documents provided demonstrate evidence of the following:** • Instructional staff meets in PLCs after each Galileo benchmark to analyze student level outcomes using the Intervention Alert and the Instructional Performance Tracker in Galileo to develop an instructional plan for spiraling of content not yet mastered. Currently analysis takes place 3 times per year. • At the time of instructional plan development staff compare outcomes to prior predictions and also evaluate individual student progress on each standard not mastered.

[A.6] **Instructional Plans** **Action plan sample** **Categorical Growth Summary** **FY2014 Instructional Analysis Tool** **K-12 Math and Reading categorical growth**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to evaluate instructional and curricular effectiveness **The documents provided demonstrate evidence of the following:** • Analysis is used to drive the development of instructional plans to allow for the integration of re-teaching/spiraling of standards not yet met into upcoming instructional concepts/standards. • Instructional and curricular effectiveness is monitored by administration using the school performance dashboard in Galileo to determine if categorical growth has been maintained or not. Teachers not maintaining categorical growth between benchmarks are placed on an action plan and provided with instructional coaching to improve outcomes. • The charter also uses the Instructional Analysis Tool annually to determine instructional and curricular effectiveness. • Galileo categorical growth summary reports are used to monitor and evaluate instructional effectiveness. Results are based on Galileo growth data to identify whether teacher are maintaining or improving student growth.
[A.7] **Data PLC sign in sheets** **Instructional Plans** **PD Schedule 14/15**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the analysis is used to adjust curriculum and instruction in a timely manner and what intervals are used to adjust curriculum and instruction **The documents provided demonstrate evidence of the following:** • The development of the instructional plan is how the charter adjusts curriculum and instruction in a timely manner for struggling students, up to 3 times per year, depending on student outcomes specifically in math and reading. • Instructional plans are created and student Galileo assessment data is analyzed in October, January, and March.

[A.8] **Instructional Plans** **Reteach assessment scores** **14/15 schedule semester** **Bottom 25 DIBELS** **Bottom 25 Tracker**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with proficiency in the bottom 25% **The documents provided demonstrate evidence of the following:** • Non-proficient students in grades K-6 are also progress monitored on a weekly basis using DIBELS in reading. • Reteach assessment scores are used to monitor student proficiency of students that did not reach mastery goals on classroom assessments and received additional reteach. These scores show the results of monitoring whether students were able to achieve mastery after a reteach.
[A.9] **Instructional Plans** **RAZ assessment data** **DIBELS progress monitoring** **ELL Tracker** **ILLP Progress Reports (monitoring instruction question 8)**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of English Language Learners (ELLs) **The documents provided demonstrate evidence of the following:** • ELL students are supported by a reading specialist and are progress monitored weekly using DIBELS for reading. Additional developmental reading assessments are conducted weekly using RAZ to ensure ELLs continue to show improvement based on interventions provided by the reading specialist. • ELL students that are not proficient on Galileo benchmarks are identified through the instructional plan development process and tiered support is planned and delivered in the mainstream classroom through the instructional plan and through differentiation. • ILLP demonstrate quarterly monitoring of progress toward goals.
[A.10]	**N/A**

[A.11] **IEP** **Instructional plans** **Present Level Assessment data** **Progress Reports** **SPED Tracker**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the assessment system is adapted to meet the assessment needs of students with disabilities **The documents provided demonstrate evidence of the following:** • Present level assessments are administered quarterly by certified special education teachers based on IEP goals and outcomes are shared via progress reports issued quarterly by the special education teacher and SLP, and shared with parents, students, teachers and the administration. • SWD that are not proficient on Galileo benchmarks are identified through the instructional plan development process and tiered support is planned and delivered in the mainstream classroom through the instructional plan and through differentiation. • Non-proficient SWD in grades K-6 are also progress monitored on a weekly basis using DIBELS in reading.

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.

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