Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Santa Cruz Valley Opportunities in Education, Inc.
School Name: Montessori De Santa Cruz - St. Ann's Hall

Site Visit Date: May 6, 2014
Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
2013-2014 Montessori de Santa Cruz Scope and Sequence	**Charter holder indicated the intended purpose of the document was to demonstrate: system to develop, revise, and implement curriculum** **ASBCS staff: this document shows the alignment/map/pacing of the ACCRS as the curriculum map, this include the learning activity, Montessori materials and supplemental materials needed to address the common core; the 6th grade scope and sequence was missing several standards from the pacing guide; 5th grade scope and sequence was missing several standards and had extra standards added to the pacing guide; 4th grade scope and sequence was missing several standards from the pacing guide;1st - 3rd grade scope and sequence are complete and contains all standards; while some of the standards were omitted from the scope and sequence they were identified in the MRX tracking program. This mapping process was the school's process for identifying gaps in the curriculum.** **A copy of this document** was **taken because: it demonstrates the curriculum alignment to ACCRS and adoption of the supplemental materials and evaluating the curriculum**
Lesson Plan Binders Math/Reading at each grade level	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of the curriculum** **ASBCS staff: the sample lesson plans include work plans, the state standards, aligned activities; provide differentiated lessons/activities for students in the different subgroups; lesson plans align to the standards, but do not match to the pacing/scope/sequence for all students—students are self-paced and may spiral topics based on assessment results** **A copy of this document** was **taken because: it demonstrates implementation of the curriculum through lesson plans, sequential student work plans that align to the scope and sequence for a traditional grade level student; demonstrates curriculum adaptation for subgroup students**
MRX – Montessori Records Express	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of the curriculum** **ASBCS staff: the program enables a teacher to track student completion of task cards from student work plans** **A copy of this document** was not **taken because: it was not available in hard copy, it is a computer program that is used to track the implementation of the curriculum and completion of work plans. Screenshots provided that show common core standards and how the program is used to track student progress and implementation of the curriculum.**

3rd grade Curriculum work plan and work plan materials (samples for other grade levels provided)	**Charter holder indicated the intended purpose of the document was to demonstrate: implementation of the curriculum** **ASBCS staff: students begin year with assessment to determine placement on work plans, work plan cards are identified student by student, students are then responsible for sequentially completing activities, standards are identified with each work plan; post assessments are provided to determine student mastery and necessary re-teaching. Lesson cards were provided to demonstrate that standards that were missing from the scope and sequence are covered in the curriculum materials that are used.** **A copy of selections of these documents** was **taken because: it demonstrates the system for implementing the curriculum; we could not take the entirety of the materials because of the volume**
Learning Math Through the Arts Intervention Program Binder	**Charter holder indicated the intended purpose of the document was to demonstrate: data review/analysis** **ASBCS staff: this demonstrates the school's data analysis of AIMS data to identify math weaknesses; school performance results with handwritten notes concerning findings related to math performance; identified strands to be addressed through the LMA program as an intervention; create supplemental curriculum** **A copy of this document** was not **taken because: it demonstrates the creation/adoption of supplemental curriculum, but contains a large volume of material and contains student identifying information**
Tutoring Documentation	**Charter holder indicated the intended purpose of the document was to demonstrate: data review/analysis/adaptation of the curriculum for bottom 25% and subgroup students** **ASBCS staff: this demonstrates the school's data analysis of student progress and interventions/adaptation of the curriculum for students who are struggling** **A copy of this document** was **taken because: it demonstrates the creation/adoption of supplemental curriculum, and analysis of student progress**

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Evaluation Criteria Area: Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
MRX – Montessori Records Express	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring integration of the standards** **ASBCS staff: the program enables a teacher to track student completion of task cards from student grade level work plans; the administrator is able to use the program to monitor teacher use of the standards; the use of this program is monitored and evaluated through the evaluation rubric section regarding maintaining accurate records** **A copy of this document** was not **taken because: it was not available in hard copy, it is a computer program that is used to track the implementation of the curriculum and completion of work plans. Screenshots provided that show common core standards and how the program is used to track student progress and implementation of the curriculum.**
MdSC Educator Performance Assessment System	**Charter holder indicated the intended purpose of the document was to demonstrate: monitoring integration of the standards** **ASBCS staff: this assessment system binder demonstrates the schools system for evaluating instructional practices of the teacher, includes an observation checklist that looks for pacing of lessons, monitoring student progress, adjusting instruction, clarity of lessons; the evaluation form focuses on alignment of instruction to the standards, instructional practices, maintaining records; the pre-conference focuses on differentiation, curriculum, planning; the evaluation form is the method of providing feedback and should be signed by teacher after conversation; includes a goal setting worksheet that the instructional leader uses to help guide teachers development** **A copy of this document** was **taken because: it demonstrates the system that the school has for evaluating the instructional practice of teachers; school did not provide any completed evaluations or observations to demonstrate the implementation of this system, but said it would**

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Site Visit Date: May 6, 2014
Required for: Renewal
Evaluation Criteria Area: Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
Grade Achievement Test, Junior Review Tests	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment system aligned to the curriculum** **ASBCS staff: the GATs are given at the beginning and the end of the year; JRTs are given after each work plan is completed; these both act as pre-and post-tests to monitor student progress. These assessments are aligned to the curriculum and determine placement level, reteaching, and progress levels. These are adapted to the subgroups by basing the assessments on the student workplans, which are individualized.** **A copy of this document** was **taken because: demonstrates an assessment system aligned to the curriculum and adapted to the subgroups.**
Assessment Schedule	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment system aligned to the curriculum** **ASBCS staff: this includes pre-tests, post-tests, benchmarking, and ongoing progress monitoring; identifies that DIBELS and GATS/JRTs/Math Facts Tests are used to identify at risk students and students in need of interventions** **A copy of this document** was **taken because: it demonstrates the schedule of assessments/assessment plan; adaptation of the assessment schedule for students in subgroups**
MRX – Montessori Records Express	**Charter holder indicated the intended purpose of the document was to demonstrate: assessment system aligned to the curriculum** **ASBCS staff: the program enables a teacher to track student completion of task cards from student grade level work plans, this is based on the completion of tasks as well as the JRT results** **A copy of this document** was not **taken because: it was not available in hard copy; it is a computer program that is used to track the implementation of the curriculum and completion of work plans and success on standards.**

Learning Math Through the Arts Intervention Program Binder	**Charter holder indicated the intended purpose of the document was to demonstrate: data review/analysis** **ASBCS staff: this demonstrates the school's data analysis of AIMS data to identify math weaknesses; school performance results with handwritten notes concerning findings related to math performance; identified strands to be addressed through the LMA program as an intervention** **A copy of this document** was not **taken because: student identifying information and the volume of material, a description of the process is provided and taken as evidence of data review and analysis**
Brigance Test Copies	**Charter holder indicated the intended purpose of the document was to demonstrate: reading assessment for 4-6** **ASBCS staff: test is used in 4-6 to provide more information to the teacher regarding student needs/materials; this is used exclusively by the upper elementary teacher to determine student needs in ELA e.g, reading plans, extra work, supplemental materials, etc.** **A copy of this document** was not **taken because: content of the material did not provide any additional information, but demonstrated an additional assessment utilized**

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Site Visit Date: May 6, 2014
Required for: Renewal
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
Professional Development Schedule	**Charter holder indicated the intended purpose of the document was to demonstrate: professional Development Plan** **ASBCS staff: the schedule identifies all the professional development provided over the school year; this schedule indicates that different teachers are attending different professional development; this does not a demonstrate a clear "plan"** **A copy of this document** was **taken because: it demonstrates what professional development has been attended**
MdSC Professional Development Chart	**Charter holder indicated the intended purpose of the document was to demonstrate: professional Development Plan** **ASBCS staff: document contains the identified teacher learning needs, identified in the fall that the professional development has been geared toward addressing** **A copy of this document** was **taken because: it identifies the professional development plan for the year and the topics that were addressed by the plan**
Documentation for Developing Professional Development (PD)	**Charter holder indicated the intended purpose of the document was to demonstrate: PD aligned to teacher learning needs** **ASBCS staff: this document identifies how the school determined a need for "touch math" professional development; including observations made by the leadership and the resulting action (pd provided); this PD was targeted to subgroup students** **A copy of this document** was **taken because: it demonstrates that PD was aligned to teacher learning needs; adapted to subgroup students**

Professional Development Binder	**Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan** **ASBCS staff: these documents include the supporting material for professional development provided; identifies ELL/SPED training; provides materials intended to support high quality implementation – including CD rom, worksheets, signs, etc.** **A copy of this document** was not **taken because: the volume of the material; content did not provide any necessary information**

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Evaluation Criteria Area: Data

Document Name/Identification	Intended Purpose and Discussion Outcome
MdSC Demographics & Data	**Charter holder indicated the intended purpose of the document was to demonstrate: improved academic performance** **ASBCS staff: charts contain mostly AIMS data, some internal data, but did not clearly demonstrate improved academic performance** **A copy of this document** was **taken because: provides some data regarding student academic performance**

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