Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Skyline Gila River Schools, LLC
School Name: Skyline D5
Site Visit Date: May 2, 2014

Required for: Renewal
Evaluation Criteria Area:Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
Instructional Materials Adoption Policy	Charter holder indicated the intended purpose of the document was to demonstrate: a system to create/adopt, evaluate and revise curriculum aligned to the standards. ASBCS staff: observed that it lists the steps in the policy and process for adopting curriculum for the school and system. A copy of this document wastaken because: it provides evidence of a system to create/adopt, evaluate and revise curriculum aligned to the standards.
D-5 Core Resourse Adoption Five Year Plan	Charter holder indicated the intended purpose of the document was to demonstrate: a system to create/adopt curriculum aligned to the standards. ASBCS staff: observed that the document outlines the schedule for adopting curriculum in core areas for the five years from 2012-2013 to 2016-2017 A copy of this document was taken because: it provides evidence of a system to create/adopt curriculum aligned to the standards.
Core Resource Evaluation Form	Charter holder indicated the intended purpose of the document was to demonstrate: a system to create/adopt, evaluate and revisecurriculum aligned to the standards. ASBCS staff: observed that the form provides a method for teams of teachers to evaluate the resources according to the alignment to the Common Core. A copy of this document was taken because: it provides evidence of a system to create/adopt, evaluate and revise curriculum aligned to the standards.

Core Resource: Saxon Math/Other – Ratio and Proportional Relationships (Curriculum Map)	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to create/adopt, implement, and evaluate curriculum aligned to the standards.** **ASBCS staff: observed the document includes the standard and alignment of core summative assessment resources to the standard.** **A copy of this document** was **taken because: it provides evidence of a system to create/adopt, implement, and evaluate curriculum aligned to the standards.**
Curriculum Teams 1/30/2013 (Directions and expectations for the team); Curriculum Team Agenda and sign-in sheet 1/30/2013	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to create/adopt, evaluate and revise curriculum aligned to the standards.** **ASBCS staff: observed that the documents provided evidence of meeting of the curriculum review committee** **A copy of this document** was **taken because: it provides evidence of a system to create/adopt,evaluate and revise curriculum aligned to the standards.**
***enVision* Pacing Guide Grade 5; *Digits* Standards Correlation grades 6*-8 (from published materials)**	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed the document establishes pace and standards for lessons in grade 5, and correlation of CC standards to lessons in Grades 6-8** **A copy of this document*** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**
Lesson Plan,Grade 6 Math, November 5, 2013	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed that standards taught in the lesson and assessed by the assessment align with the Correlation Guide for *Digits* Grade 6.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**

Lesson Plan, Grade 5 ELA, March 3, 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: Shows alignment between the lesson standards and the quarterly curriculum map.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**
Curriculum Map, Grade 5 ELA	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed that the document shows CC standards, lessons, assessments, and sequence, and aligns with the lesson plan for grade 5 ELA.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**
Lesson Plan, Grade 8 ELA, October 13, 2013	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed the lesson plan shows alignment between the lesson standards and the quarterly curriculum map.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**
Reading Curriculum Map, Grade 8 ELA	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed that the document shows CC standards, lessons, assessments, resources, and sequence, and aligns with the lesson plan for grade 8 ELA** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**

Lesson Plan, Grade 6 ELA, March 2, 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: Shows alignment between the lesson standards and the *Journeys* curriculum map.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**
Journeys Scope and Sequence, Grade 6	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed that the document shows skills in ELA domains aligned to the CC standards identified in the lesson plan for grade 6 ELA** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**
Lesson Plan, Grade 7 Math, February 1, 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed the lesson plan shows alignment between the lesson standards and the curriculum map provided in the *Digits* Standard Correlation.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**
Digits Standards Correlation, Grade 7	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed that the document showed the correlation between CC standards and *Digits* topics.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**

Lesson Plan, Grade 5 Math, January 27, 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed alignment between the standards and resources used and the EnVision Pacing Guide.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**
Lesson Plan, Grade 8 Math, January 13, 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed alignment between the standards and resources used and the *Digits* Standard Correlation.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**
Curriculum Map, Grade 7 ELA, Quarter 3	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards.** **ASBCS staff: observed standards and resources aligned with the lesson plan.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standards.**
Students with Classroom Accomodations – Details; Weekly Data; Service Log	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards for students with disabilities.** **ASBCS staff: observed the forms provided a system of communication between the classroom teacher and the SPED teacher regarding curriculum modifications and accomodations.** **A copy of this document** was not **taken because: it contains student identifiable information.**

Tier 3 Intervention Plan – Block 3	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards for students with proficiency in the lowest 25%.** **ASBCS staff: observed the form indicates two-week monitoring cycle and shows goals, test results, parent plan, materials/resources, and summative assessments.** **A copy of this document** was **taken because: it provides evidence of a system to implement curriculum aligned to the standardsfor students with proficiency in the lowest 25%.**
Tier 2 Intervention Plan	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to implement curriculum aligned to the standards for students with proficiency in the lowest 25%, and for students in subgroups.** **ASBCS staff: observed documentation of a two-week cycle of SuccessMakerfor ELA and Math in grades 5-8 indicating subgroup, session time, average usage, and gain.** **A copy of this document** was not **taken because: it contains student identifiable information, and the volume of material.**

I, Steve Salmento, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on May 2, 2014 _____.

I, Linda Owens, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on May 2, 2014 _____.

Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Skyline Gila River Schools, LLC
School Name: Skyline D5
Site Visit Date: May 2, 2014

Required for: Renewal
Evaluation Criteria Area:Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
Teacher Expectations 2013-14	Charter holder indicated the intended purpose of the document was to demonstrate: a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers. ASBCS staff: observed the document states the expectation of teachers to submit lesson plans, the format of lesson plans, and requires inclusion of ACCRS. A copy of this document wastaken because: it provides evidence of a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers.
Taskstream general comment area, 6th ELA, January, 2014; 8th Math, September and December 2013	Charter holder indicated the intended purpose of the document was to demonstrate: a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers. ASBCS staff: observed the on-screen document allows the administrators (Principal, Director of Curriculum, VP of Education) to review and provide feedback for lesson plans, and the teacher to respond. A copy of this document was not taken because: the Taskstream system did not provide the option of printing out material from this page.
D5 Weekly Principals Report	Charter holder indicated the intended purpose of the document was to demonstrate: a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers. ASBCS staff: observed the document logs the monitoring process on a weekly basis, including feedback and follow-up for implementation of instruction aligned to ACCRS. A copy of this document Choose an item.taken because: it provides evidence of a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers.

Teacher EOY Evaluation (Form A), JH, January 2014, used as a midyear summative	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers, including for students with proficiency in the bottom 25% and subgroups.** **ASBCS staff: observed the document includes assessment data (including Tier 2 and Tier 3 Successmakerdata) as part of the evaluation, including subgroup data, the Danielson framework, feedback, description of teacher strengths, weaknesses, and learning needs, and documents classroom observation.** **A copy of this document was taken because: it provides evidence of a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers.**
Classroom Observation Form – Open Ended (Form A), DP, peer observer JH, 8/29/13	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers for students with disabilities.** **ASBCS staff: observed the form indicated that the peer observer reviewed objectives, engagement, and alignment to IEP, and provided feedback.** **A copy of this document was taken because: it provides evidence of a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers.**
Classroom observation feedback, BS, 9/12/13, by Principal	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers.** **ASBCS staff: observed the document described teacher strengths and weaknesses, and coverage of standards.** **A copy of this document was taken because: it provides evidence of a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers.**
Classroom Observation Form, JR, 12/3/13, peer observer JH	**Charter holder indicated the intended purpose of the document was to demonstrate: a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers.** **ASBCS staff: observed the newer form indicates observation of standards, lesson plans, and provides feedback. Identified criteria include a variety of instructional methods and skills that are documented.** **A copy of this document was taken because: it provides evidence of a system to monitor the integration of ACCRS into instruction, and evaluate the instructional practices of teachers.**

Arizona State Board for Charter Schools

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Skyline Gila River Schools, LLC
School Name: Skyline D5
Site Visit Date: May 2, 2014

Required for: Renewal
Evaluation Criteria Area:Assessment

Document Name/Identification	Intended Purpose and Discussion Outcome
Assessment Policy and Assessment Timeline, 2013-14	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including data collection from multiple assessments.** **ASBCS staff: observed that the Assessment Policy names assessments, how the results/data used to guide instruction; includes progress monitoring, diagnostic, summative, and intervention. Plan also describes SPED assessment plan. The timeline shows, by grades, the testing windows for benchmarking assessments and quarterly report cards.** **A copy of this document wastaken because: it provides evidence of a comprehensive assessment system based on clearly defined performance measuresincluding data collection from multiple assessments**
Student Achievement Plan (completed)	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including data collection from multiple assessments.** **ASBCS staff: observed evidence of data collection from multiple assessments over time to track student growth; includes progress monitoring data for Tier 2 and Tier 3 students.** **A copy of this document was taken because: it provides evidence of a comprehensive assessment system based on clearly defined performance measures including data collection from multiple assessments, including for students with performance in the lowest 25%.**

Tier 2 Intervention Plan SOP; Tier 3 Intervention Plan SOP; RTI Model/Skyline Model	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive assessment system based on clearly defined performance measures aligned with the curriculum and instructional methodology, and including data collection from multiple assessments.** **ASBCS staff: observed that the documents describe how the assessment plan was adapted to meet the needs of students with performance in the bottom 25%.** **A copy of this document was taken because: it provides evidence of a comprehensive assessment system based on clearly defined performance measures including data collection from multiple assessments, including for students with performance in the lowest 25%.**

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Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Skyline Gila River Schools, LLC
School Name: Skyline D5
Site Visit Date: May 2, 2014

Required for: Renewal
Evaluation Criteria Area:Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
2013-14 Professional Development Calendar	Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive PD plan that is aligned with teacher learning needs, including follow-up and monitoring strategies, focused on areas of high importance and supporting high quality implementation. ASBCS staff: observed that the calendar listed areas of high importance, including training on newly adopted curriculum. A copy of this document wastaken because: it provides evidence of a comprehensive PD plan that is aligned with teacher learning needs, and focused on areas of high importance.
Domain 1 Planning and Preparation; January 3 PD PowerPoint	Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive PD plan that is aligned with teacher learning needs, including follow-up and monitoring strategies, focused on areas of high importance and supporting high quality implementation. ASBCS staff: observed that the it documented training on Domain 1 related to Taskstream; while reviewing lesson plans, staff saw evidence of the change in lesson plans occurring as a result of the training. The charter holder stated that the training was for an identified need based on observed lesson plans. A copy of this document was not taken because: of the volume of materials.
PARCC and Common Core Reading; October 18 PD PowerPoint	Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive PD plan that is aligned with teacher learning needs, including follow-up and monitoring strategies, focused on areas of high importance and supporting high quality implementation. ASBCS staff: observed documentation of training in an area of high importance. A copy of this document was not taken because: of the volume of materials.

D5 Weekly Principals Report, January 20-27, 2014	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive PD plan that is aligned with teacher learning needs, including follow-up and monitoring strategies.** **ASBCS staff: observed that the report identified a PD training in Galileo which the charter holder stated was a follow up to one in August (seen on calendar) as a result of identified teacher need.** **A copy of this document** was **taken because: it provides evidence of a comprehensive PD plan thatincludes follow-up and monitoring strategies**
Mrch 21, 2014 PD Sign-in Sheet: Understanding Learning Disabilities; Presentation Materials	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive PD plan that meets the needs of students with disabilities, supporting high quality implementation.** **ASBCS staff: observed a PowerPoint and handout materials for teachers regarding instructional strategies for students with disabilities.** **A copy of this document** was not **taken because: of the volume of materials.**
Pearson Teacher Training, August 13, 2013, including SuccessMaker	**Charter holder indicated the intended purpose of the document was to demonstrate: a comprehensive PD plan that meets the needs of students with proficiency in the bottom 25%, supporting high quality implementation.** **ASBCS staff: observed that the training addresses SuccessMaker, which is used by the charter holder to support Tier 2 and Tier 3 students, and conduct progress monitoring. Listed on calendar.** **A copy of this document** was not **taken because: of the volume of materials.**

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Required for: Renewal
Evaluation Criteria Area:Data

Document Name/Identification	Intended Purpose and Discussion Outcome
Data regarding a comparison of growth and proficiency based on school assessment data for 2012-13 and AIMS 2013, and compared to school assessment data for 2013-14 will be provided by the charter holder.	**Charter holder indicated the intended purpose of the document was to demonstrate:** **ASBCS staff:** **A copy of this document** Choose an item.**taken because:**

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