Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Griffin Foundation
School Name: Children Reaching for the Sky Preparatory, Future Investment Middle School

Site Visit Date: April 7, 2015
Required for: Renewal
Evaluation Criteria Area: Monitoring Instruction

Document Name/Identification	Intended Purpose and Discussion Outcome
[M.1] **1. CRS Kinder Lesson Plan** **1a. CRS 3rd Grade Lesson Plan** **1b. CRS 4th Grade Lesson Plan** **1c. FIMS ELA Lesson Plans** **1d. FIMS Science Lesson Plans** **1e. FIMS Entrepreneurship Lesson Plans** **2. CRS Lesson Plan Checklist** **2a. FIMS Lesson Plan Checklist** **7. Instructional Pacing-Curriculum Mapping** ***Expectations for lesson plans, Letter of Direction, emails regarding lesson plans.***	**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:** • Lesson Plans are submitted each Monday before the start of school. These lesson plans are reviewed and feedback provided to teachers. • Teachers are also required to develop a Standards Pacing Guides. As well as, follow a Curriculum Mapping Guide.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.2] **1. CRS Kinder Lesson Plan** **1a. CRS 3rd Grade Lesson Plan** **1b. CRS 4th Grade Lesson Plan** **1c. FIMS ELA Lesson Plans** **1d. FIMS Science Lesson Plans** **1e. FIMS Entrepreneurship Lesson Plans** **2. CRS Lesson Plan Checklist** **2a. FIMS Lesson Plan Checklist** ***Weekly Formative Results***	**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:** • GFSD's teachers are required each year to review and print a copy of the current Arizona Common Core Standards and use these standards to develop and implement their classroom lesson plans. The standards and lesson plans are required to be kept on their desk for daily review. The Charter Holder provided lesson plans for a variety of grades and subjects using the TaskStream system, all of which indicate ACCR Standards. The Charter Holder also provided Lesson Plan Checklists, indicating that the school leadership monitor the use of Standards in lesson plans. • The Charter Holder provided Weekly Formative Results, listing by standard the level attained by each student. According to the Charter Holder, school leaders get a printout of these documents each week to review the effectiveness of instruction of standards.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient.

	☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.3] **1. FIMS Classroom Observation Form** **2. Teacher Evaluation Form** **3. CRS Kinder Lesson Plan** **3a. CRS 3rd Grade Lesson Plan** **3b. CRS 4th Grade Lesson Plan** **3c. FIMS ELA Lesson Plans** **3d. FIMS Science Lesson Plans** **3e. FIMS Entrepreneurship Lesson Plans** **4. CRS Lesson Plan Checklist** **4a. FIMS Lesson Plan Checklist** **6. Analysis of Student-Classroom Data -AZDash** **7. SLO-Student Learning Objective-Score Sheet** **8. Instruction & Teacher Evaluation System**	**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:** • The Charter Holder provided evidence, through a variety of lesson plans and the lesson plan checklists, that lesson plans were checked weekly for standards. **The documents provided do not demonstrate evidence of the following:** • Our teachers are given formal and informal observations and classroom visits by administrators. Administrators conduct one to two formal teacher evaluations per year. In addition, informal classroom observations are done on teachers in their classroom. Students' data is reviewed to monitor their academic growth under the instruction of their classroom teacher and is used in Teacher Performance Evaluations. **The documents provided do not demonstrate evidence of the described processes because:** • The most recent teacher evaluation presented was from December 2013. According to the Charter Holder, that was the only teacher evaluation conducted last year, and none have been conducted during FY15. • The Instruction & Teacher Evaluation System was adopted for FY15, and incorporates student performance data. However, it has not yet been used for any assessments. • The Charter Holder described frequent classroom observations, but provided only one example of a completed Walk Through Observation Form from the current fiscal year. • The lesson plan checklists do not present any indication of instructional quality • The Analysis of Student Classroom Data – AZ Dash shows that the Charter Holder used data from the 2014 AIMS to identify students in need of intervention, but did not show analysis of instructional quality in the current year. • The SLO-Student Learning Objective-Score Sheet shows that teachers used benchmark assessment data to set quarterly growth targets for each student. However, it does not show evidence that it has used by the Charter Holder to assess instructional quality. According to the Charter Holder, the form has been implemented recently, and that it includes a summary which will indicate whether teachers got their students to meet those growth targets.
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.4] **1. Classroom Observation Form** **3. Teacher Evaluation Form** **4. CRS Kinder Lesson Plan** **4a. CRS 3rd Grade Lesson Plan** **4b. CRS 4th Grade Lesson Plan** **4c. FIMS ELA Lesson Plans** **4d. FIMS Science Lesson Plans** **4e. FIMS Entrepreneurship Lesson Plans** **5. CRS Lesson Plan Checklist** **5a. FIMS Lesson Plan Checklist** **11. Instruction & Teacher Evaluation System**	**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 Charter Holder provided evidence, through a variety of lesson plans and the lesson plan checklists, that lesson plans were checked weekly for standards, that the school leaders identified instances when teachers were not including standards in the lesson plans, and that these were subsequently corrected. • The Classroom Observation Form provided documents an observation of an Entrepreneurship teacher in September 2014, and identifies areas of strength and a need for improvement. **The documents provided do not demonstrate evidence of the following:** • How do observations and evaluations allow the Charter Holder to identify individual strengths, weaknesses and needs? **The documents provided do not demonstrate evidence of the described processes because:** • The Charter Holder stated that the Classroom Observation Form has not been used consistently this fiscal year, and could only provide the one example. • The Charter Holder stated that the new Instruction & Teacher Evaluation System has not been implemented yet this year. • The Charter Holder could only provide one example of a teacher evaluation for FY14, which identifies strengths but not weaknesses or learning needs.
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.5] **1. Classroom Observation Form** **3. Teacher Evaluation Form** **4. CRS Kinder Lesson Plan** **4a. CRS 3rd Grade Lesson Plan** **4b. CRS 4th Grade Lesson Plan** **4c. FIMS ELA Lesson Plans** **4d. FIMS Science Lesson Plans** **4e. FIMS Entrepreneurship Lesson Plans** **5. CRS Lesson Plan Checklist** **5a. FIMS Lesson Plan Checklist** **7. Instruction & Teacher Evaluation System**	**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:** • The Charter Holder provided evidence, through a variety of lesson plans and the lesson plan checklists, that lesson plans were checked weekly for standards, that the school leaders identified instances when teachers were not including standards in the lesson plans, and that these were subsequently corrected. • The Classroom Observation Form provided documents an observation of an Entrepreneurship teacher in September 2014, and identifies areas of strength and a need for improvement. **The documents provided do not demonstrate evidence of the following:** • How the Charter Holder provides feedback on strengths, weaknesses, and learning needs based on the evaluation of instructional practices. **The documents provided do not demonstrate evidence of the described processes because:** • The Charter Holder stated that the Classroom Observation Form has not been used consistently this fiscal year, and could only provide the one example. • The Charter Holder stated that the new Instruction & Teacher Evaluation System has not been implemented yet this year. • The Charter Holder could only provide one example of a teacher evaluation for FY14, which identifies strengths but not weaknesses or learning needs.
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.6] **1b. Kinder Common Core Training**	**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 Charter Holder provided evidence that Kindergarten teachers had been sent to Common Core Training based on self-identified survey data. **The documents provided do not demonstrate evidence of the following:** • *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 do not demonstrate evidence of the described processes because:** • The Charter Holder stated that the new Instruction & Teacher Evaluation System has not been implemented yet this year. • The Charter Holder could only provide one example of a teacher evaluation for FY14, which identifies strengths but not weaknesses or learning needs. • The Charter Holder
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.7] **1. Classroom Observation Form** **7. Classroom Intevention Student Growth File** **7a. FIMS Classroom Intervention Student Growth File** **9. Instruction & Teacher Evaluation System**	**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 do not demonstrate evidence of the following:** • How will the Charter Holder monitor and evaluate supplemental instruction targeted to address the needs of students with proficiency in the bottom 25%? • The Charter Holder stated that they monitor intervention instruction through reviewing the Classroom Intervention Student Growth File, but do not document the process. **The documents provided do not demonstrate evidence of the described processes because:** • The Charter Holder described observing tutoring and intervention lessons, but have not documented the process. • The Classroom Observation Form has not been used to monitor supplemental instruction targeting students in the bottom 25%. • The Charter Holder stated that the new Instruction & Teacher Evaluation System has not been implemented yet this year.
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.8] **1. Classroom Observation Form Report** **7. Classroom Intevention Student Growth File** **7a. FIMS Classroom Intervention Student Growth File** **10. Instruction & Teacher Evaluation System**	**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 do not demonstrate evidence of the following:** • How will the Charter Holder monitor and evaluate supplemental instruction targeted to address the needs of English Language Learners (ELLs)? • The Charter Holder stated that they monitor intervention instruction, including some ELL students, through reviewing the Classroom Intervention Student Growth File, but do not document the process. **The documents provided do not demonstrate evidence of the described processes because:** • The Charter Holder described observing tutoring and intervention lessons, and teachers in the SEI classroom, but have not documented the process. • The Classroom Observation Form has not been used to monitor supplemental instruction targeting ELL students. • The Charter Holder stated that the new Instruction & Teacher Evaluation System has not been implemented yet this year.
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[M.9] **Not Applicable**	**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 Free and Reduced Lunch (FRL) students. Not applicable
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[M.10] **1. Classroom Observation Form** **8. CRS Classroom Intevention Student Growth File** **8a. FIMS Classroom Intervention Student Growth File** **10. Instruction & Teacher Evaluation System**	**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 do not demonstrate evidence of the following:** • How will the Charter Holder monitor and evaluate supplemental instruction targeted to address the needs of students with disabilities? • The Charter Holder stated that they monitor intervention instruction, including interventions targeting students with disabilities, through reviewing the Classroom Intervention Student Growth File, but do not document the process. **The documents provided do not demonstrate evidence of the described processes because:** • The Charter Holder described observing tutoring and intervention lessons, and teachers in the tutoring classrooms, but have not documented the process. • The Classroom Observation Form has not been used to monitor supplemental instruction targeting students with disabilities. • The Charter Holder stated that the new Instruction & Teacher Evaluation System has not been implemented yet this year.
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☒ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.