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: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **1. Printing ATI Reports_Data Analysis** **1a. Singapore Math Training** **2. AZDash Training and Survey Sheets** **2a. AZ Dash Training** **2b. ATI Creating Test** **2c. AZmerit ELA and Math Blueprints** **2d. PD Training Documents** **3. CRS Singapore Math Strategies Conference** **3a. ELL Trainings** **3b. Kinder Common Core Training** ***Professional Development Plan***	**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:** • A Professional Development Plan is also a part of our Continuous Improvement Plan in ALEAT as part of our Title I requirements. Evidence was provided that teachers attended the Math Strategies conference. • Professional development focuses on the knowledge and skill our Curriculum/Instruction/Data Team needs to create high levels of learning for all students. The district's Professional Development office will ensure opportunities that provide appropriate professional growth for its employees. Employees provide feedback during PD trainings using our district training survey, and provide additional comments during PD meetings. Documents provided by the Charter Holder evidence staff attendance at training on the ATI Galileo assessment system, and staff attendance and feedback regarding training on Singapore Math Strategies, AZ Dash, Common Core training (Kinder teachers only), and ELL training (SEI teacher). All are aligned to the CIS plan.
	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.
[P.2] **1. Continuous Improvement Plan (CIP)** **3. Employee_Parent_Student Surveys** **3a. Common Core Survey** **3b. Survey Results Goals**	**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 Professional Development Plan includes a description of the procedure to be used in the development of a PD plan.

Professional Development Plan	**The documents provided do not demonstrate evidence of the following:** • The Griffin Foundation School District uses several concepts in its Professional Development Plan that includes SMART goals and W4RS goals as a template. The plan was developed by administrators and our CID team. • To develop our Action Plan, we used the SMART and W4RS model by ensuring all of our goals and action steps are Specific, Measurable, Attainable, Realistic, and within a specific Timeframe, and answered the W4RS goals. **The documents provided do not demonstrate evidence of the described processes because:** • The Charter Holder was not able to provide documentation of PD planning using SMART goals or W4RS goals. • The Charter Holder was not able to provide evidence of the implementation of the responsibilities of the Professional Development Team as identified in this document.
	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.
[P.3] **2a. Kinder Common Core Training**	**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:** The Charter Holder provided evidence that two Kindergarten teachers had identified a need for additional training on Common Core standards, and that they attended the training and provided feedback. **The documents provided do not demonstrate evidence of the following:** • Based on survey results completed annually by our employees, *analysis of student data, and perceived educational needs of the District, the Professional Development office offers the following topics that will guide the district's selection for professional development activities during this 3 year period and the plan is aligned with instructional staff learning needs.*

	The documents provided do not demonstrate evidence of the described processes because: • The Charter Holder did not provide any evidence that instructional staff learning needs had been identified through the processes for monitoring instruction.
	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.
[P.4] **2. CRS Singapore Math Strategies Conference** **2a. Kinder Common Core Training** **2b. Singapore Math Training** **2c. AZDash Training and Survey Sheets** **2d. AZ Dash Training** **2e. ATI Creating Test** **2f. AZmerit ELA and Math Blueprints** **2g. PD Training Documents** **2h. Printing ATI Reports_Data Analysis** **2i. ELL Trainings**	**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:** • Improve ability to analyze and interpret student performance data, and implement intervention strategies and differentiated instruction. • Understand and implement the Arizona Curriculum Standards and Arizona Common Core Standards. Increase knowledge and skills of a diverse education for all into the curriculum • Participate in professional development opportunities in areas that are specific to the employee's job description.
	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.

[P.5] **1. Classroom Observation Form** **1a. Teacher Evaluation Form** **1c. Instruction & Teacher Evaluation System** **2. Curriculm Instruction Data (CIP) Team Agenda-Meeting** **3. PD AZDashTraining and Survey Sheets** **3a. PD Singapore Training and Survey Sheets** **4. Teachers training Teachers** ***Singapore Coach Evaluations***	**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 document Singapore Coach Evaluations provides evidence that the Singapore Math Coach provided post-training coaching and observations, with results shared with teachers. • The IT Specialist provided training in the ATI Galileo testing system in October 2014 and January 2015. • A Survey is issued to participants at each PD workshop. The Charter Holder provded evidence of teacher surveys following several training sessions. **The documents provided do not demonstrate evidence of the following:** • Information meetings – designed to help target groups do a better job, but not designed to be implemented with students in a classroom. Classroom implementation training, content, methods, or specialized training designed to be implemented in the classroom by teachers. • For classroom implementation training, student data must be collected and reported after the date of the workshop and during or after implementation in the classroom by teachers. Monitoring PD strategies implemented in the classroom is conducted through yearly classroom observations from administrators. **The documents provided do not demonstrate evidence of the described processes because:** • The Charter Holder did not provide evidence of information meetings. • The Charter Holder did not provide evidence of yearly classroom observations.
	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.

[P.6] **1. Curriculm Instruction Data (CIP) Team Agenda-Meeting** **2. Invoice- Singapore Math1** **2a. Invoice-Singapore Math2** **2b. Invoice-Singapore Math3** **2c. Invoice-Singapore Math 4** **2d. Invoice-Singapore Math 5** **2e. Invoice-Singapore Math 6** **2f. Invoice-Singapore Training 2014** **2g. Singapore Training Contract Agreement2** **3. Singapore Math Training-Survey Sheets** **4. Singapore Coach Evaluations** **5. Request for Adoption of New Textbooks-Materials** **5a. Singapore Math Textbook A Quote**	**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:** • Determine the cost and resources needed to implement strategies school-wide and/or district-wide. • Next, the budget is approved by the Superintendent and submitted to the business office for processing, and once resources have arrived, training is conducted if necessary and resources distributed to the classrooms. • When resources are identified as necessary for the improvement of Professional Development, the request is submitted to the Business Office for review and approval by an administrator and processing by the Business Office. **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.
[P.7] **1. Classroom Observation Form** **2. Teacher Evaluation Form** **8. Instruction & Teacher Evaluation System**	**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 document Singapore Coach Evaluations provides evidence that the Singapore Math Coach provided post-training coaching and observations, with results shared with teachers. **The documents provided do not demonstrate evidence of the following:** • **classroom observations,** • **Teacher's evaluations,** **The documents provided do not demonstrate evidence of the described processes because:** • **The Charter Holder did not provide evidence that teachers are observed by school leaders to monitor the implementation of strategies learned in PD.**

	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.
[P.8] **1. Classroom Observation Form** **2. Teacher Evaluation Form** **6. Singapore Training Contract Agreement2** **6a. Invoice-Singapore Training 2014** **6b. Singapore Coach Evaluations**	**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:** • The document Singapore Coach Evaluations provides evidence that the Singapore Math Coach provided post-training coaching and observations, with results shared with teachers.
	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.
[P.9] **3. ATI Creating Test** **3a. AZ Dash Training**	**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:** • Teachers are provided Professional Development training on data analysis and training on data systems such as: Galileo Assessment (ATI), AZ-Dash, and AZMERIT systems. **The documents provided do not demonstrate evidence of the following:** • Furthermore, teachers are shown how to monitor students in the bottom 25%, non-proficient students. **The documents provided do not demonstrate evidence of the described processes because:** • The Charter Holder was not able to provide evidence that teachers had received training in meeting the instructional needs of students in the bottom 25%.

	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.
[P.10] **4. ELL Trainings**	**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 Holder provided ELL Training to provide evidence that the SEI Classroom teacher attended the OELAS conference in December 2014. **The documents provided do not demonstrate evidence of the following:** • Our Professional Development Plan is intended to assist mainstream classroom teachers who have not been trained in ESL or bilingual education with useful methodology and wants to get started in transforming their classroom into a learning environment where all learners can learn. Areas of focus are: I Don't Know Where to Start, Getting Your Message Across, Bringing Language Alive! We incorporate Sheltered Content Instruction *that* signifies the teaching of content area knowledge and skills in a more understandable way. **The documents provided do not demonstrate evidence of the described processes because:** • The Charter Holder stated that the SEI Teacher provided coaching and advice to mainstream teachers on request, but that the process is not documented.
	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.

[P.11] **Not Applicable**	**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 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.
[P.12] **2. IEPGoal Setting SPED** **4. SPED Classroom Monitoring-IEPGoal Setting SPED**	**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:** • The document SPED Classroom Monitoring - IEP Goal Setting provides evidence that the Special Education teacher meets with classroom teachers to provide guidance on meeting the needs of specific students on IEPs.
	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.