



Charter Renewal Site Visit Questionnaire

Dear School Leader,

The renewal site visit schedule will draw on the current implementation steps of the major improvement strategies identified in the Unified Improvement Plan (UIP) as identified by the school leader during the pre-visit call. If needed, organizational and financial components will be added to the site visit if these areas have been identified for improvement in the DCSD Compliance Process, or through conversations with the DCSD Office of Choice Programming.

The site visit protocol will primarily focus on areas for collaborative school improvement, and the visit will also include an opportunity for the school to highlight components of their program that are unique or are a source of pride for the school. Site visits may include instructional observations, focus groups with staff, students, and interviews with school Board members and any other relevant governing committees. The visit may include additional components as determined during the planning call.

Please review the form below prior to the pre-visit planning call. After the conversation, an initial draft will be provided to the school leader to review in order to ensure that the outcomes for the site visit are clear and mutually agreed upon.

Pre-Visit Questionnaire (Please Complete)

Site Visit Contact Name	Stacy Bush
Site Visit Contact Title	Principal
Site Visit Contact Email	sbush@gvaschools.org
Site Visit Contact Cell Phone	307-399-1521
Visit Date	Monday, September 30th

Section 1 - Pre-visit Planning Call Prep - The area in “Charter Response” should be completed by the Charter Leader prior to the Site Planning Call. The Reviewer will add notes and responses in preparation for the Site Visit.

School Mission

Question from DCSD	Charter Response	Reviewer Response and Notes
Describe your school’s mission and vision	Global Village Academy Mission Statement Global Village Academy students will become fluent and literate in English and a second-world language, excel academically in core content subjects, and develop 21st-century skills, including cross-cultural understanding. Global Village Academy Vision Statement Global Village Academy is a world-class school that supports P-16 education in English and a second world language and promotes college and workforce readiness in a global economy, as well as 21st-century skills, including the ability to work in cross-cultural situations.	
How might the site visit team observe the school’s mission/vision?	All students are engaged in rigorous lessons in English and their Immersion language with a heavy emphasis on literacy (reading and writing) and communication (listening and speaking). This is evident in the posted learning targets, differentiated teaching strategies (including whole group and small group instruction) output/products and frequent checks for understanding.	

Academic Components

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #1	Effective Tier 1 Math Instruction	
Observable Action Step(s)/Implementation Benchmark	Effective Tier One Mathematical Instruction Student-centered learning in which the connections essential for inquiry and growth are created and nurtured. Where students are given time and space to build a strong foundation in mathematics and problem solving	
How might the site visit team observe this action step/Implementation Benchmark?	Whole group and small group instruction (including centers), progress monitoring and individualized practice.	

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #2	Improve ELA intervention supports to increase growth for students in grades 4-6	
Observable Action Step(s)/Implementation Benchmark	Professional development and coaching support for 4-6 literacy teachers and effective ELA intervention strategies for students in grades 4-6	
How might the site visit team observe this action step/Implementation Benchmark?	Implementation of strategies learned in PD, differentiated small group instruction	

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #3	NA	
Observable Action Step(s)/Implementation Benchmark		
How might the site visit team observe this action step/Implementation Benchmark?		

If there are additional focus areas identified for improvement within the school that will be highlighted during the site visit, in the renewal application, or mentioned during the renewal process, please describe them here.

Optional Additional Focus Areas

Additional Focus Areas	Charter Response	Reviewer Response and Notes
How might the site visit team observe these additional focus areas?	Meet at least 2 of 3 Early Literacy Grant goals: 1. Make above to well above average progress moving students out of the well below benchmark category as measured by the DIBELS 8th edition Growth Tool. 2. Make above to well above average progress moving students into the benchmark category as measured by the DIBELS 8th edition Growth Tool. 3. Move 50% of students scoring below benchmark up at least one performance category (well below benchmark to below benchmark/benchmark or below	

Required Components of the Renewal Site Visit:

[Click These Links to Jump to the Section](#)

[Classroom Observations](#)

[Governing Board Obligations and Board Member interview](#)

[Board Governance](#)

[Staff Interviews](#)

[Student focus group \(if appropriate for grades served\)](#)

Classroom Observations - Instruction

**Note: The individual conducting the site visit will spend approximately 20-30 minutes, as needed, collecting information in accordance with the criteria outlined in the table below.*

CRITERIA	0	1	2	3	SCORE
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are partially intellectually engaged, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.	3
Curriculum	The school does not have research-based, Common	The school has research-based, Common Core/CAS-aligned	All criteria for partially meets expectations plus: Common Core/CAS-aligned	All criteria for meets expectations plus: The school has tailored their	3

	Core/CAS-aligned curricula in place.	curricula for all core subjects in place. There are scope and sequence documents that outline grade and subject learning objectives; teachers are familiar with curriculum documents and use them consistently to guide their planning.	curricula and resources extend into intervention, special education, acceleration, the arts, and PE.	curriculum to meet the needs of the particular student population.	
Academic Intervention and Acceleration	The school provides limited support for students who are struggling academically or in need of acceleration. The RTI process is not systematically structured to assist all learners in need of intervention.	Tiered interventions are in place to provide needed additional academic and behavior support. Although the MTSS/RTI process is in place and used by some teachers, the MTSS/RTI process is unclear to some.	All criteria for partially meets expectations plus: There are sufficient research-based resources and strategies available to provide services to students in need of intervention and/or acceleration.	All criteria for meets expectations plus: The school collects data to inform and regularly evaluate the effectiveness of academic intervention and acceleration programming.	3
English Language Development	Observed content instruction does not demonstrate explicit strategies to effectively meet the needs of Multilingual Learners (MLL).	Observed content instruction meets the needs of only a subset of MLL students. Language is referenced but is not taught explicitly and/or the teacher	Observed content instruction meets the needs of all MLL students. Instruction explicitly addresses academic language and vocabulary, and teachers provide	All criteria for meets expectations plus: Strategies and supports utilized for MLL students (in ELD or content classes) are monitored on an ongoing basis for	3

	The focus of the lesson is on content, not on language.	provides some opportunities for students to practice language orally and/or in writing.	regular opportunities for students to practice language orally and/or in writing.	effectiveness.	
Special Education Instruction	Observed Special Education instruction and instructional environment provides minimal access to the appropriate grade level standards. Systems for developing IEPs do not result in a clear connection between the strengths and needs identified in the present levels, goals, and the service delivery statement.	Observed Special Education instruction and instructional environment provides access to the appropriate grade level standards or extended evidence outcomes such as through accommodations, specially designed instruction, etc. There is a system in place to collect progress monitoring data, including evidence of student progress and growth.	Observed Special Education instruction and instructional environment provide meaningful access to the appropriate grade level standards or extended evidence outcomes such as through accommodations, specially designed instruction, etc.	All criteria for meets expectations plus: instruction and systems result in quality of programming that exceeds compliance standards.	3
Total Score					15

Scoring Scale: Instruction	Total
Exemplary	12-15
Meets Standards	9-11

Needs Improvement	7-8
Inadequate	0-6

Classroom Observations - School Culture

**Note: The individual conducting the site visit will spend approximately 20-30 minutes, as needed, collecting information in accordance with the criteria outlined in the table below.*

CRITERIA	0	1	2	3	SCORE
Creating an Environment of Respect	Classroom interactions, both between the teacher and students and among students are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.	3
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work.	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard.	3

	little student pride in work.	Both teacher and students are performing at the minimal level to “get by.”			
Managing Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teachers make an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior.	3
Total Score					9

Scoring Scale: School Culture	Total
Exemplary	8-9
Meets Standards	5-7
Needs Improvement	3-4
Inadequate	0-2

Board Legal Obligations

Prior to Site Visit: The school leader will consolidate all information relevant to the board governance criteria outlined below in a binder for document review.

Board Interview: The individual conducting the site visit will reserve a portion of the board interview to ask any questions that arose during document review necessary to evaluate the school according to the criteria outlined below.

Item	Met (1) / Not Met (0)	Notes
Bylaws in place that outline board role and legal obligation	1	Interviews with board members and principal confirmed this in place/is regular practice.
Articles of incorporation in place that indicate current nonprofit status	1	Interviews with board members and principal confirmed this in place/is regular practice.
Board handbook in place that outlines board member expectations	1	Interviews with board members and principal confirmed this in place/is regular practice.
Financial transparency compliance	1	Interviews with board members and principal confirmed this in place/is regular practice.
Financial reporting compliance	1	Interviews with board members and principal confirmed this in place/is regular practice.
Board complies with open meetings requirements	1	Interviews with board members and principal confirmed this in place/is regular practice.
Board holds meetings (at least quarterly)	1	Interviews with board members and principal confirmed this in place/is regular practice.
Regular revision and approval of key policies (employment, enrollment, etc.)	1	Interviews with board members and principal confirmed this in place/is regular practice.
Approval of annual audit	1	Interviews with board members and principal confirmed this in place/is regular practice.
Approval of annual budget	1	Interviews with board members and principal confirmed this in place/is regular practice.
Board meets authorizer deadlines and requirements	1	Interviews with board members and principal confirmed this in place/is regular practice.

The charter school has adopted and implemented conflict of interest policies that prevent real or apparent conflicts of interest.	1	Interviews with board members and principal confirmed this in place/is regular practice.
The charter school administration provides monthly financial reports to its governing board for review and approval.	1	Interviews with board members and principal confirmed this in place/is regular practice.
Total Score		14

Scoring Scale: Board Legal Obligations	Total
Exemplary	13-14
Meets Standards	11-12
Needs Improvement	9-10
Inadequate	0-8

Board Governance

Prior to Site Visit: The school leader will consolidate all information relevant to the board governance criteria outlined below in a binder for document review.

Board Interview: The individual conducting the site visit will reserve a portion of the board interview to ask any questions that arose during document review necessary to evaluate the school according to the criteria outlined below.

CRITERIA	0	1	2	3	SCORE
Academic Oversight	The Board does not receive sufficient data on the school's academic performance to understand how the school is performing.	The Board regularly monitors some academic metrics, which they use to guide decision making. However, the Board lacks sufficient expertise to fully understand all data.	The Board has members with expertise in E-12 education, and all Board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board.	All criteria for meets expectations plus: The Board receives annual PD on student achievement data.	3
Financial Oversight	The Board does not regularly monitor the school's financial performance.	The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget versus actuals. There is a	All criteria for partially meets expectations plus: The Board has members with finance expertise, and all Board members are able to understand budgets,	All criteria for meets expectations plus: The Board sets and monitors progress towards financial goals that are related to the school's long-term financial	3

		comprehensive, Board-adopted financial policies document in place that is followed by both the Board and school leadership. The Board monitors implementation of internal controls.	audits, and development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections.	health.	
Operational Oversight	The Board does not monitor operational metrics — such as facilities, transportation, school culture, and enrollment metrics as appropriate for the school — or does not use data to inform decision making.	The Board regularly monitors some of the school’s operational metrics, which they use to guide decision making. However, the Board lacks sufficient expertise to fully understand all data or data conversations are incomplete.	The Board has members with expertise in school operations, and all Board members are able to understand operational data. Appropriate operational metrics are regularly monitored by the Board. The Board sets goals around relevant operations systems.	All criteria for meets expectations plus: The Board receives annual PD on relevant operational data.	3
Strategic Planning	The Board does not engage in strategic planning and spends the majority of its time on reactive conversations and	The Board has expertise in strategy and long-term planning but spends close to half its time on reactive conversations and	The Board regularly engages in strategic planning to influence the school’s short- and long-term direction as appropriate for its	All criteria for meets expectations plus: The Board has a formal long-term strategic plan that is revisited and revised as needed on an	3

	decisions.	decisions.	stage of development.	annual basis.	
Human Capital Oversight	The Board has not discussed future leadership plans within the last twelve months.	The Board has discussed leadership succession in the last twelve months but has not developed any corresponding written plans.	The Board has a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition of leadership. The Board evaluates the school leader at least annually.	All criteria for meets expectations plus: There is a strong plan for developing /maintaining a school leader pipeline, including both internal candidate development and external partnerships for leadership development.	3
Total Scores					15

Scoring Scale: Board Governance	Total
Exemplary	13-15
Meets Standards	11-12
Needs Improvement	9-10
Inadequate	0-8

Overall Scoring for Site Visit	Rating
Instruction	Exemplary
School Culture	Exemplary
Board Legal Obligations	Exemplary
Board Governance	Exemplary

Staff Interview Notes

<p>Notes from Reviewer</p>	<p>Staff interviews revealed that the elements that truly make the school “work” include: solid collaboration, a student focus environment, the use of data, and everything centered around student needs. Staff also cited consistent teamwork, a shared passion between leadership, governance and staff, and consistent opportunities to contribute and celebrate the culture of the school. Staff mentioned repeatedly that they have an influential voice in the school, whether it be instructional, philosophical, policy or culture. They cited strong leadership, and the leadership’s consistent practice of listening intently to community, staff and students. The lauded the organization of the school, with lead teachers, Immersion teachers, English teachers and the critical role assistant play in the classroom. Their only regret is space; namely, that they wished they had the opportunity to expand the building to better serve the students. When asked what keeps them at the school, responses included the incredible amount of support the staff feels from leadership, the fact that they are listened to, that</p>
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	<p>leadership encourages teachers to try new things, to take a chance, to explore new ideas in the classroom. Staff cited the effort to keep their day as duty free as possible and the extensive planning time they are afforded. Staff also mentioned the high value everyone places on seeing the finished product, specifically those students who have attended K-6, and the great pride everyone feels when the 6th grade students show themselves to be particularly well prepared not only in terms of knowledge gained, but their character, resiliency, and love of learning. Staff also mentioned the extensive professional development—multiple opportunities offered by the school and the district as an authorizer.</p> <p>Special Education staff were also interviewed, and they shared that while they have one full time employee devoted to Special Education, they have support staff that includes OT, PT, Speech Language, Social and Mental Health Supports, School Psychologists and other support who are regularly in the building. The school has both a “push in” and “pull out” options as needed. SPED and leadership noted a SPED population of approximately 11-12% of the total student population. Staff also noted the regular and excellent professional development offered by the school and by Douglas County School District.</p>
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Student Interview Notes

Notes from Reviewer	Students interviewed shared that they particularly enjoy the International Days celebrations and think their principal is “the very best.” They also unanimously said the structure of the academic day, half day English, half day
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Immersion were critical to their learning. They cited the multiple languages they are able to choose from; namely French, Mandarin or Spanish. Students also noted that the school encourages parents and community, as well as guests to become involved in the school, and that the guest speakers they have had have all been very impressive. When asked what they would change about the school, students mentioned homework, although some said there was not enough and others said there was too much. They also suggested enhancing the playground with additional equipment and additional fields, with turf, which would allow multiple sports to be played. As staffed suggested, students also noted the benefits that would result from expanding the building. When asked how safe they feel in the building on a 1-10 scale (10 being very safe) they all immediately said "10!" The students all said they felt very prepared to enter into a traditional middle school next year, and many were excited that they would be in a larger building, many with friends, and that their language fluency would allow them to study additional languages in middle school and then in high school. They also noted that they enjoy learning about culture as much as they enjoy learning languages, and that the school emphasizes both.