# Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: PACE Preparatory Academy
School Name: PACE Preparatory Academy
Site Visit Date: April 24, 2014

Required for: Renewal
Evaluation Criteria Area: Curriculum

| Document Name/Identification | Intended Purpose and Discussion Outcome |
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| AIMS Diagnostic FFB/A<br><br>AIMS Math Prep enrollment log | Charter holder indicated the intended purpose of the document was to demonstrate: process for creating/adopting curriculum.<br><br>ASBCS staff: list of students that did not pass AIMS Math and list of courses students were enrolled in, AIMS Math Prep enrollment log demonstrates implementation of a course to meet an identified need<br><br>A copy of this document was not taken because: contains student identifying information, demonstrates the beginning stages of a process for evaluating and revising curriculum |
| Staff Meeting Minutes | Charter holder indicated the intended purpose of the document was to demonstrate:<br><br>ASBCS staff: December 12, 2013 Item #1 AIMS Report – review results, action plan;<br>August 5, 2013 – curriculum notes and updates, math courses done indicated in notes, alignment crosswalk<br><br>A copy of this document was taken because: documents that curriculum is addressed at teacher meetings, documents the beginning stages of a process for evaluating and revising curriculum |
| PACE Preparatory Academy High School Graduation Requirements | Charter holder indicated the intended purpose of the document was to demonstrate: process for implementing curriculum<br><br>ASBCS staff: identifies credits required for graduation and AIMS results, to identify students need to be completed for graduation,<br><br>A copy of this document was taken because: documents strategies for implementing curriculum |

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| Student Progress Report<br><br>Course Tracking Report | Charter holder indicated the intended purpose of the document was to demonstrate: process for implementing curriculum<br><br>ASBCS staff: identify by color code the student's progress as well as number of lessons finished and completed during the day and reassigned lessons, as well as time spent on each of the components, as well as number of lessons needed to complete the course and number of lessons passed<br><br>Course tracking report is previous version of system before electronic system was implemented<br><br>A copy of this document was taken because: documents strategies for implementing curriculum |
| PACE Academy current activity report | Charter holder indicated the intended purpose of the document was to demonstrate: process for implementing curriculum<br><br>ASBCS staff: color coded to reflect numbers of lessons completed during the day to ensure that students are completing the appropriate number of lessons<br><br>A copy of this document was taken because: demonstrates strategies for implementing curriculum and ensuring student pacing |
| Zero Tolerance Contract Student Action Plan and Goal Sheet | Charter holder indicated the intended purpose of the document was to demonstrate: process for implementation of curriculum<br><br>ASBCS staff: contract for students not completing sufficient number of lessons or making progress, and sets an established pace for the student, and expectation for lessons to be completed on a daily basis<br><br>A copy of this document was taken because: documents implementation of curriculum and follow-up regarding student pacing of lesson completion |

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| Friday School Sign In/Out | Charter holder indicated the intended purpose of the document was to demonstrate: process for implementation of curriculum<br><br>ASBCS staff: students identified for additional tutoring, logs time in and time out<br>For students required to attend mandatory tutoring based on pacing of completed lessons, includes student in the bottom 25%<br><br>A copy of this document was taken because: documents implementation of curriculum and follow-up regarding student pacing of lesson completion, adapting strategies to meet the needs of students in the bottom 25% |
| Hours Tracked | Charter holder indicated the intended purpose of the document was to demonstrate: process for implementation of curriculum<br><br>ASBCS staff: system used for tracking progress lessons based on hourly work<br><br>A copy of this document was taken because: documents implementation of curriculum and monitoring student pacing of lesson completion |
| Curriculum Snapshot of Alignment | Charter holder indicated the intended purpose of the document was to demonstrate: alignment of curriculum to AZCCRS<br><br>ASBCS staff: ELA and Math curriculum snapshots include course, identified standard, and lesson activity<br><br>A copy of this document was taken because: demonstrates alignment of curriculum to AZCCRS |

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| Student Progress reports | Charter holder indicated the intended purpose of the document was to demonstrate: adapting the system to meet the needs of students in bottom 25%<br><br>ASBCS staff: mastery attempts identifies students are reassigned lessons for students in the bottom 25%, identifies for school that lesson needs to be reassigned or accepted to identify intervention needed for students in the bottom 25%<br><br>A copy of this document was taken because: demonstrate adapting strategies to meet the needs of students in bottom 25% |
| Staff meeting minutes – Data Review Team<br><br>March 20, 2014 and notes | Charter holder indicated the intended purpose of the document was to demonstrate: adapting the system to meet the needs of students in the bottom 25%<br><br>ASBCS staff: item 3 Merry Math Notes – students cannot progress without showing notes taking during lesson if they do not pass test, and minutes summarizing expectation<br><br>A copy of this document was taken because: demonstrate adapting strategies to meet the needs of students in the bottom 25% |
| Staff meeting minutes – Data Review Team<br><br>March 20, 2014 and minutes<br>October 3, 2013 –<br>December 12, 2013 | Charter holder indicated the intended purpose of the document was to demonstrate: adapting the system to meet the needs of students in the bottom 25%<br><br>ASBCS staff: item 3 Merry Math Notes – students cannot progress without showing notes taking during lesson if they do not pass test, and minutes summarizing expectation<br><br>Minutes also identify data review team discussion of student data<br><br>October 3, 2013 – identifies discussion of A+ math data<br><br>December 12, 2013 – identifies discussion of AIMS results with the data artifacts discussed<br><br>A copy of this document was taken because: demonstrate adapting strategies to meet the needs of students in the bottom 25% |

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| **Staff meeting minutes – Data Review Team**<br><br>**March 20, 2014 and minutes October 3, 2013 – December 12, 2013** | **Charter holder indicated the intended purpose of the document was to demonstrate: data review team meetings**<br><br>**ASBCS staff: item 3 Merry Math Notes – students cannot progress without showing notes taking during lesson if they do not pass test, and minutes summarizing expectation**<br><br>**Minutes also identify data review team discussion of student data**<br><br>**October 3, 2013 – identifies discussion of A+ math data**<br><br>**December 12, 2013 – identifies discussion of AIMS results with the data artifacts discussed**<br><br>**A copy of this document** was **taken because: demonstrate data review team meetings** |
| **Modified lessons for SPED students and students in the bottom 25%** | **Charter holder indicated the intended purpose of the document was to demonstrate: curriculum adapted to meet the needs of students with disabilities and students in bottom 25%**<br><br>**ASBCS staff: lesson materials demonstrate that the school is modifying lessons based on needs and identification of students in subgroups**<br><br>**A copy of this document** was **taken because: demonstrate curriculum adapted to meet the needs of students with disabilities and students in bottom 25%** |

I, Katherine Poulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on April 24, 2014.

I, Bill Sakelarios, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on April 24, 2014.

# Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: PACE Preparatory Academy
School Name: PACE Preparatory Academy
Site Visit Date: April 24, 2014

Required for: Renewal
Evaluation Criteria Area: Instruction

| Document Name/Identification | Intended Purpose and Discussion Outcome |
|---|---|
| Email: curriculum changes | Charter holder indicated the intended purpose of the document was to demonstrate: monitoring the implementation of the standards into instruction<br><br>ASBCS staff: states that all curricular changes must be approved by curriculum director<br><br>A copy of this document was taken because: example of monitoring the implementation of the standards into curriculum |
| PACE Academy Observation Tool | Charter holder indicated the intended purpose of the document was to demonstrate: monitoring the implementation of the standards into instruction<br><br>ASBCS staff: based on multiple observation, documents evaluation of teacher based on a rubric and identifies areas of refinement for teacher, rubric identifies criteria and standards as an areas of evaluation,<br><br>A copy of this document was taken because: demonstrates strategies for monitoring the implementation of the standards into instruction |

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| PACE Academy Observation Tool | Charter holder indicated the intended purpose of the document was to demonstrate: evaluating the instructional practices of teachers<br><br>ASBCS staff: demonstrates evaluation of instructional practices of teachers including communication with students, questioning and discussion techniques, engaging students in learning using assessments and instruction, areas of refinement are identified for areas of growth and teacher learning needs<br><br>A copy of this document was taken because: example of strategies for evaluating the instructional practices of teachers |
| Email: Parking Pass/ Powerful Writing Strategies For All Students Grade 6-12/ March 24, 2014 | Charter holder indicated the intended purpose of the document was to demonstrate: follow-up based on teacher observation<br><br>ASBCS staff: follow-up to areas identified in teacher observation<br><br>A copy of this document was taken because: example of follow-up to areas identified in teacher observation |
| Email: my newsletter portion | Charter holder indicated the intended purpose of the document was to demonstrate: follow-up based on teacher observation<br><br>ASBCS staff: newsletter submission proofed with guidance regarding corrections, provided to teacher as feedback to newsletter submission from teacher<br><br>A copy of this document was taken because: evidence of a strategy used to provide feedback |

I, Katherine Paulos, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on April 24, 2014. _____

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# Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: PACE Preparatory Academy
School Name: PACE Preparatory Academy
Site Visit Date: April 24, 2014

Required for: Renewal
Evaluation Criteria Area: Assessment

| Document Name/Identification | Intended Purpose and Discussion Outcome |
|---|---|
| Student Progress Report | Charter holder indicated the intended purpose of the document was to demonstrate: progress monitoring and benchmark assessment<br><br>ASBCS staff: progress monitoring within lessons as well as a benchmarking by pre-test and post-test within A+ assessment align with curriculum – assessments are embedded into A+ system<br><br>A copy of this document was taken because: example of progress monitoring and benchmark assessment |
| Data Review Team Minutes December 12, 2013 | Charter holder indicated the intended purpose of the document was to demonstrate: data review teams<br><br>ASBCS staff: December 12, 2013 - Item #1 AIMS Report – review results, action plan<br><br>A copy of this document was taken because: evidence of date on which data was reviewed |
| Email: Galileo Questions | Charter holder indicated the intended purpose of the document was to demonstrate: assessment plan<br><br>ASBCS staff:<br>Surveys and survey results based on feedback from teachers to identify assessments to be administered<br><br>Creating and revising assessment plan based on teacher feedback<br><br>A copy of this document was taken because: creation and revision of assessment plan |

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| **Minutes July 9, 2013** | **Charter holder indicated the intended purpose of the document was to demonstrate: assessment plan schedule**<br><br>**ASBCS staff: provides assessment plan dates**<br><br>**A copy of this document** was **taken because: demonstrate assessment dates for Galileo** |
| **Camp Verde SP 14 Reading and Writing**<br><br>**Prescott Valley SP 14 Reading and Writing** | **Charter holder indicated the intended purpose of the document was to demonstrate: example of data anlaysis**<br><br>**ASBCS staff: analysis to identify bottom 25%, and students are placed in remediation classes for the following fall**<br><br>**A copy of this document** was **taken because: example of data analysis, beginning stages of data analysis** |

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# Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: PACE Preparatory Academy
School Name: PACE Preparatory Academy
Site Visit Date: April 24, 2014

Required for: Renewal
Evaluation Criteria Area: Professional Development

| Document Name/Identification | Intended Purpose and Discussion Outcome |
|---|---|
| Professional Development Calendar beginning February 28, 2014<br><br>What is a professional learning community? | Charter holder indicated the intended purpose of the document was to demonstrate: implementation of a professional development plan<br><br>ASBCS staff: indicates dates of PD sessions, expectations of professional development, and professional learning community<br><br>A copy of this document was taken because: demonstrates beginning implementation of a professional development plan |
| 3-2-1 Strategy Reflection<br><br>Professional Development Feedback Form | Charter holder indicated the intended purpose of the document was to demonstrate: a process for supporting implementation of strategies<br><br>ASBCS staff: 3-2-1 identifies process used after 2/10/14 professional development to identify how teacher will implement strategies learned in professional development<br><br>PD Feedback form allows teachers to provide feedback on the professional development provided and identify additional support needed to implement professional development.<br><br>A copy of this document was taken because: a beginning process for supporting implementation of strategies |

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| Scheduled Future PD Sessions | Charter holder indicated the intended purpose of the document was to demonstrate: professional development plan<br><br>ASBCS staff: Planned PD for June 16-17, 2014<br><br>A copy of this document was not taken because: professional development scheduled for future dates |
| Staff Meeting Minutes<br>March 20, 2014 | Charter holder indicated the intended purpose of the document was to demonstrate: professional development based on identified need<br><br>ASBCS staff: professional development on sustained silent reading program, identified as area of high need based on observed student reading skills<br><br>A copy of this document was taken because: example of professional development based on identified as high need, beginning stages of a professional development plan |
| Staff Meeting Agendas<br><br>Presentation materials for February 7, 2014 | Charter holder indicated the intended purpose of the document was to demonstrate: professional development based on areas of high need<br><br>ASBCS staff:<br>October 3, 2013 – Cottonwood Postvention Training based on high need based on incident<br>February 27, 2014 Google Drive – identified as high need based on required teacher usage of tools<br>January 23, 2014 Google Apps – identified as high need based on implementation of Google Apps as instructional tool to be used by students<br><br>A copy of this document was taken because: examples of professional development based on identified areas of high need, beginning stages of a professional development plan |



Arizona State Board for Charter Schools

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| **Presentation materials for Professional Development session on February 27, 2014 –** | **Charter holder indicated the intended purpose of the document was to demonstrate: evidence of professional development provided**<br><br>**ASBCS staff: Presentation materials for Professional Development session on February 27, 2014 – Close Reading which identifies through AIMS data why the PD is being provided, and provides teachers with the opportunity to practice instructional strategies.**<br><br>**Google Drive presentation materials**<br><br>**A copy of this document** was **taken because: example of professional development that was provided, beginning stages of a professional development plan** |

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# Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: PACE Preparatory Academy
School Name: PACE Preparatory Academy
Site Visit Date: April 24, 2014

Required for: Renewal
Evaluation Criteria Area: Graduation

| Document Name/Identification | Intended Purpose and Discussion Outcome |
|---|---|
| Progress Tracking Report | Charter holder indicated the intended purpose of the document was to demonstrate: system for ensuring students graduate on time<br><br>ASBCS staff: form tracking students credits completed, and credits needed for graduation, provided to students<br><br>A copy of this document was taken because: demonstrates strategy to ensure students graduate on time |
| Grad Book | Charter holder indicated the intended purpose of the document was to demonstrate: system for ensuring students graduate on time<br><br>ASBCS staff: selected copies of student graduation sheets that are monitored and track student completion of credits toward graduation<br><br>A copy of this document was taken because: demonstrates a strategy to ensure students graduate on time |
| Old Messages | Charter holder indicated the intended purpose of the document was to demonstrate: system for ensuring students graduate on time<br><br>ASBCS staff: message log between teachers and students that identifies messages graduation meetings as evidence of the graduation meetings intended to ensure that students graduate on time<br><br>A copy of this document was taken because: demonstrates a strategy to ensure students graduate on time |

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