Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Pinnacle Education - Kino, Inc.
School Name: Pinnacle Charter High School
Site Visit Date: February 6, 2015

Required for: Annual Report
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] **CIPP Checklist** **Collected CIPP data** **Curriculum Committee Minutes** **Interviews** **Meeting Notes** **Messages**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the process for evaluating curriculum and how the Charter Holder evaluates how effectively the curriculum enables students to meet the standards. **The documents provided demonstrate evidence of the following:** • The process that MGRM uses to evaluate curriculum is the CIPP (Context, Input, Process and Product) model introduced this year. Completed copies of evaluation were not provided. • Collected CIPP data is used to review course pass rate for students and pass rate by classroom teacher to determine if issue is a curricular or instructional problem. Data is provided for evaluation of newly implemented FYI Online Learning. • Through a Curriculum Development Committee (CDC) sessions these teams determine what needs to be evaluated and what data needs to be collected.
[C.2] **Pacing Guides** **Maps with gaps- FYI learning documentation** **Curriculum Meeting discussion** **Lesson Plans** **Shared Teaching Strategies**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder identifies gaps in the curriculum. **The documents provided demonstrate evidence of the following:** • Maps with gaps identify specific standards not addressed in the curriculum resources. Math and Reading maps were provided that identifies areas where curricular resources do not correlate to the standards. • Lesson plans for Math and Reading were provided that address identified curricular gaps. • FYI Learning, our curriculum provider, delivered a list of assignments and the Common Core Standard that the assignments correlate with. Teachers reviewed the correlation to identify standards that were not addressed by FYI Learning.
[C.3] **Issues and Trends Findings** **MGRM Pinnacle Curriculum System** **Needs Assessment** **School Visit Finding Report**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for adopting or revising curriculum based on its evaluation processes. **The documents provided demonstrate evidence of the following:** • The Curriculum System Manual describes the process by which curriculum is adopted or revised. • Meeting minutes describe discussion of adoption of new FYI curriculum

[C.4] **Committee Minutes**	**Charter holder indicated the intended purpose of the document was to demonstrate:** who is involved in the process for adopting or revising curriculum. **The documents provided demonstrate evidence of the following:** • Meeting minutes record the staff present at meetings where curriculum revision and adoption was discussed. Minutes indicate that MGRM leadership, school leadership, and teachers were present.
[C.5] **Curriculum Evaluation Guide** **Meeting Minutes** **iNACOL rubric** **CDC Meeting Area 2 Sec 2**	**Charter holder indicated the intended purpose of the document was to demonstrate:** when adopting curriculum, how the Charter Holder evaluates curriculum options to determine which curriculum to adopt. **The documents provided demonstrate evidence of the following:** • A rubric was developed using the criteria endorsed by iNACOL. Results of the evaluation of curriculum resources being reviewed demonstrate the results of each evaluation. • Minutes show review of evaluation results and document decision to select FYI Learning based on the results of the evaluation using the iNACOL rubric.
[C.6] **Meeting Notes** **Needs Assessment** **Start Stop Continue** **Survey** **Walk Through** **PD Calendar** **Quarterly Discussion Minutes** **Teacher Evaluations**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the Charter Holder's process for ensuring consistent implementation of the curriculum across the school(s) operated by the Charter Holder. **The documents provided demonstrate evidence of the following:** • CSSR tracks student progress and monitors whether each student is on pace from data exported from Synergy that tracks each student's progress in their courses. The report is aggregated by teacher to identify student progress in courses for each teacher. Reports also are disaggregated to the student level to monitor individual student progress. Monitoring of student progress consistent with pacing is used to ensure implementation of curriculum.

[C.7] **Pacing Guides** **Graduation Plan** **PLP** **Modified Assignment** **Study Guides** **Curriculum Maps with gaps** **Student Conferences**	**Charter holder indicated the intended purpose of the document was to demonstrate:** that tools exist that identify what must be taught and when it must be delivered and how the Charter Holder ensures that all grade-level standards are covered within the academic year. **The documents provided demonstrate evidence of the following:** • Maps with gaps identify specific standards not addressed in the curriculum resources. Math and Reading maps were provided that identify areas where curricular resources do not correlate to the standards. These documents ensure that all standards are addressed by the curriculum. • Pacing guides identify the lessons for each week. Student progress through lessons is monitored by the CSSR document to ensure student are completing lessons consistent with the pace to complete courses. • Each month lab instructors meet with their site students to review their Personal Learning Plan (PLP) to ensure students are on pace with classes required and what class is needed next. • The Charter Holder ensures that grade-level standards are covered by having the CDC review resources as part of its bi-yearly review that ensure standards are covered by communicating with teachers and principals and reviewing of data and progress. • Student conference profiles document teacher communication with students regarding lesson completion rate.
[C.8] **CSSR** **PLP** **Start Stop Continue** **PD schedule 2014-2015**	**Charter holder indicated the intended purpose of the document was to demonstrate:** the expectation for consistent use of these tools and how these expectations are communicated. **The documents provided demonstrate evidence of the following:** • Instructors meet with students monthly to assess student progress using the pacing guides and PLP information. If the student in not meeting the requirements, the instructor and student discuss various interventions and pick the ones relevant to that student. • Vice Principals meet weekly with instructors and provide a Start – Stop and Continue Evaluation. The VP and instructor review student PLP's and other data pertaining to that student, such as the Course Student Status Report (CSSR), testing data and assignments. The CSSR is a report that shows a student's time engaged in the work, if the student is on pace and what the current grade is for that student. • This is monitored by seeing improvement in the CSSR report, seeing the teacher more engaged during class sessions and through discussions with the teacher asking what tools and methods did he or she use this week. • PD Schedule identifies session regarding expectation for teachers and procedures.

[C.9] **CSSR** **Monitoring Instruction** **Meeting minutes**	**Charter holder indicated the intended purpose of the document was to demonstrate:** evidence to demonstrate usage of these tools in the classroom and alignment with instruction. **The documents provided demonstrate evidence of the following:** • CSSR reports show instructors and administration the pacing, time on course study, grade and achievement level for each student. • During Academy Team meetings, they also discuss, revise and implement the tools to achieve expected growth measures.
[C.10] **Maps (ALG, ENG)** **Meeting Minutes** **Monitoring Instruction** **Supply Materials** **Lesson Overviews** **FYI Dialogue with Pinnacle**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder knows the curriculum is aligned to standards. **The documents provided demonstrate evidence of the following:** • Performance objectives are clearly matched to national, state, and district standards, including grade level expectations and applicable end-of-course assessments. • Through the mapping process, and curriculum reviews, should an area be found that does not address the standards partially or completely the pre-mentioned teams create supplemental materials and pass the information to administration • Curriculum gap documents demonstrate that curriculum was reviewed to ensure that all standards were addressed. Identified gaps are addressed by supplemental materials.
[C.11] **FYI Screenshots** **Lesson Materials for Pull Outs** **SPED ACC-MOD** **Raising Lowest 25% Agenda and meeting minutes** **Math interventionist schedule** **Pull Out Materials with Sign in**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with proficiency in the bottom 25%/non-proficient students. **The documents provided demonstrate evidence of the following:** • Sure Prep tutoring schedule and sign-in sheet records students receiving tutoring outside of regular instruction. • Math interventionist schedule demonstrates blocks of time for working with students during the school day, sign in sheets and samples of materials used during pull our demonstrate use of supplemental/differentiated curriculum for non-proficient students • Accommodations and modifications are made by the teacher on assignments to meet the learning needs of the student so that they may demonstrate that they are proficient on that set of standards. Students not demonstrating proficiency on a quiz are allowed a retake after reviewing instructional materials.

[C.12] **PLP** **ILLP** **ELL Levels** **ELL PD Sign in sheet** **TRANS PLP ELL** **AZELLA test**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of English Language Learners (ELLs). **The documents provided demonstrate evidence of the following:** • ELL students, who have scored less than proficient on their most recent AZELLA test, have been enrolled in classes that meet the requirements for English Language Development. The courses are aligned with the English Language Proficiency standards as prescribed by ADE. • Furthermore, students have an ILLP. The ILLPs lists language goals for their core classes, which further addresses their needs. These goals are assessed through documentation of formative assessments throughout the course. The ILLP and goals for each ELL student are updated and modified every six weeks. • ELL students, who have a personalized learning plan, which monitors and documents the academic growth of all students, which includes our ELL population.
[C.13	**N/A**
[C.14] **Drill Down Performance** **IEP** **Moby Max** **SPED Meeting Minutes** **Study Guides**	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of students with disabilities. **The documents provided demonstrate evidence of the following:** • Student IEP guides adaptations of curriculum and establishes student learning goals to be met by the curriculum and instruction provided to the student. • If it is an issue of curriculum, students may be moved from the general curriculum to Moby Max to work at their grade lev to assists a student while working on class.

I, Steve Salmeno, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 6, 2015. _____

I, _____, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 6, 2015. _____