Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: Pinnacle Education – WMCB, Inc.
School Name: Pinnacle Tempe East
Site Visit Date: February 12, 2014

Required for: Annual Report
Evaluation Criteria Area: Professional Development

Document Name/Identification	Intended Purpose and Discussion Outcome
[P.1] **Professional Development System** **District Goals** **PD Calendar** **Student Data**	**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:** • The PD system is aligned to district goals. The PD calendar identifies the dates of each session. • Teacher surveys are used to determine how to plan for professional development.
[P.2] **Needs assessment** **Academy Agenda for PD** **Academy Team Minutes** **District Goals** **Staff Meeting TE** **PD Schedule**	**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:** • There was a needs assessment completed in order to identify the necessary professional development. The leadership team first created the district goals and focused PD that would help teachers further analyze data.
[P.3] **ACCRS surveys** **Needs assessments** **Leadership Agenda Evaluation** **PD Survey**	**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:** • Needs assessment surveys are given to the staff. • The leadership team also looks at surveys from teachers to see where instructional inefficiencies are occurring and provide PD on those subjects.
[P.4] **PD Document Assessment** **Student Smart Goal TE** **PD Assessment** **PD Planning Matrix**	**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:** • The needs assessment is used to target areas of high importance. Additionally, the surveys given throughout the year fine tune areas of need as they arise.

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[P.5] **Application Form** **Impact Analysis Report** **PD Evaluation TE** **Reflections Journal** **Tools List** **Application Form**	**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 PD team pinpoints the measures and tools that are used to gather evidence of classroom application of new knowledge and skills. • Through the Start-Stop-Continue Walk Through, teachers are provided with scaffolding and support for participants who are working to make changes in their practice. The Use Application Form shows teachers reflections on how they are using the strategies learned in PD sessions.
[P.6] **Planning Matrix** **PD Schedule**	**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:** • In the Planning Matrix, the PD team determines what fiscal resources must be applied to support the plan, and whether or not a simple budget is needed. They factor any anticipated expenses for consultants, stipends, substitutes or travel.
[P.7] **Application Form** **Academy Agenda** **Reflections Journal** **Application Form**	**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:** • Application forms are created specifically to the PD and are given to teachers and instructors so that they may note the types of practice based changes that they are making and provide measures of evidence that positive change is taking place.
[P.8] **Communication** **Walk Through Report** **Team Leadership Minutes** **Start Stop Continue**	**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:** • Monitoring occurs through the submission of team meeting minutes as well as walk-throughs by the PD leader and or the compliance team.

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[P.9] **PD Sign in** **Materials** **Tiered Instruction PPT** **PD Tiered Instruction Agenda**	**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%/non-proficient students **The documents provided demonstrate evidence of the following:** • PD sessions are held in screening students in the bottom 25% or FRL and in the Tiered Level instruction and interventions.
[P.10]	**N/A**
[P.11]	**N/A**
[P.12] **Director's Institute** **PD SPED** **Questionnaire TE** **PD Schedule** **PD Sign in**	**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:** • There are certain requirements by ADE ESS division to train yearly. Along with those mandatory training we train staff on what the needs of the students are. We sent a questionnaire out to staff asking what the need was for training for 2014-2015 for students with Special Needs. We used this data to train teachers and staff. • This year the special education team has attended professional development training. The director of special education and one teacher attended the Directors Institute for 2014-2015 which was a three day event.

I, Steve Simmons, completed this Site Visit Inventory during the site visit conducted by the Arizona State Board of Charter Schools on February 12, 2014. _____

I, [illegible] Padilla, received a copy of this document at the end of the site visit conducted by the Arizona State Board of Charter Schools on February 12, 2014. _____

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