Bennett Academy Venture Site
Demonstration of Sufficient Progress

Growth

1a. Student Growth Percentage

Math:

Bennett Academy Venture Site was tasked with developing a comprehensive plan to improve math performance during the 2013/2014 school year. After our data review team analyzed the 2012/2013 Stanford 10 and AIMS results, we knew that changes needed to be made.

During the summer months each facet of the existing math curriculum was compared with the Arizona College and Career Readiness Standards. The curriculum was revised to insure that the standard was being followed. For 10 days prior to school starting, teachers received an overview and detailed explanation of the curriculum revisions along with the pacing guides, curriculum maps and instructional materials.

Teachers are using the Saxon Math Series for K-4th grade. This year we added the Saxon Standards Correlation Guide to help teachers align their lesson plans to the State Standards. We also added math curriculum from the MacMillan/McGraw Hill math series that focuses on increasing the depth of instruction. Teachers are reporting positive results with this new addition.

We incorporated web-based training into our daily lesson planning. We added laptops to every classroom that allows the teachers to use instructional websites such as Hoodamathforkids.com, ABCya.com, Cool Math, Khan Academy and Multiplication.com to enhance curriculum or to allow self-paced instruction for students that are performing above or below the class average.

Our next plan of attack was to determine if the teachers were able to adapt to the new curriculum and the students were able to achieve the necessary results. All lesson plans are turned in to the principal for review one week in advance. They are reviewed to determine coherence to the Arizona Academic standards, curriculum map, pacing plan and rigor. By insisting that the teachers follow the standards, we are insuring that the lesson plan will contain a rigorous level of instructional material. The standards provide the teachers with guidance on how to navigate their way through topics such as fractions, negative numbers, and geometry as well as any other difficult concepts. By following the standards we insure that the students are not only learning procedures but also obtain the necessary conceptual understanding and can demonstrate continuous progress. Lesson plans that do not follow the Standards are returned for revision.

Our building blocks continue from comprehensive curriculum and rigorous lesson plans to knowledgeable instruction. We established a comprehensive rubric to monitor teacher performance. Not only do we complete informal and formal

observations as part of this rubric, but we also include data assessments to focus on overall class growth and individual student growth. We are not satisfied if the class as a whole shows growth but there are students that do not show growth. Data is reviewed with teachers through available benchmark testing. (*See Grade 3 Math and Grade 4 Math Charts*).

There are other areas that can trigger additional data review analysis and discussions with a teacher. Any informal or formal observation that does not demonstrate appropriate student engagement will trigger a discussion and more comprehensive review of academic performance. We expect our teachers to keep the students engaged and moving forward in their academics.

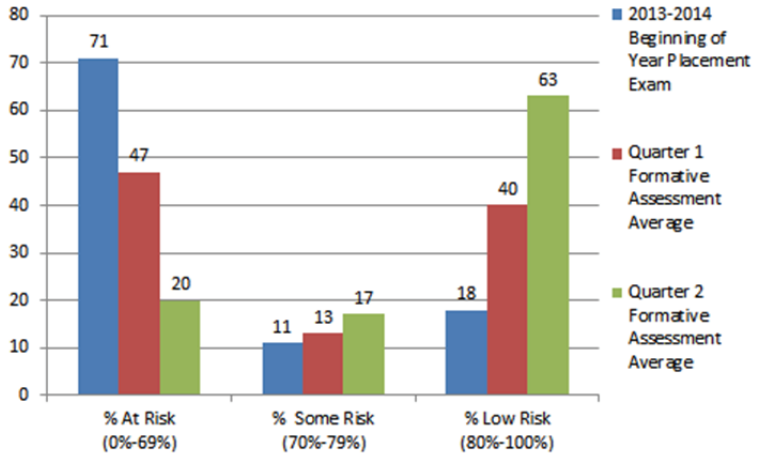
We have a standardized and comprehensive way to assess the performance and growth of our students. Saxon math placement tests are administered during the first week of school. Using those results as a baseline along with prior academic year performance, students are provided a certain level of intensive instruction based on the abilities. RTI assessments at the 45 day mark are completed and are used to insure students that are showing math difficulties receive appropriate interventions. A student can receive up to 45 minutes a day of pull out or push in intervention throughout the year to improve growth.

Additional testing/benchmarks are completed during the year to monitor academic achievement. The data is reviewed at the class level and the student level by the principal and teachers to monitor growth. Students that are not demonstrating sufficient grade level benchmarking are provided more intensive instruction as outlined above. The curriculum and instruction are reviewed and revised based on grade and student level benchmarking to improve student outcomes throughout the year. Standford 10 and AIMS will be used to gauge the effectiveness of our benchmarking.

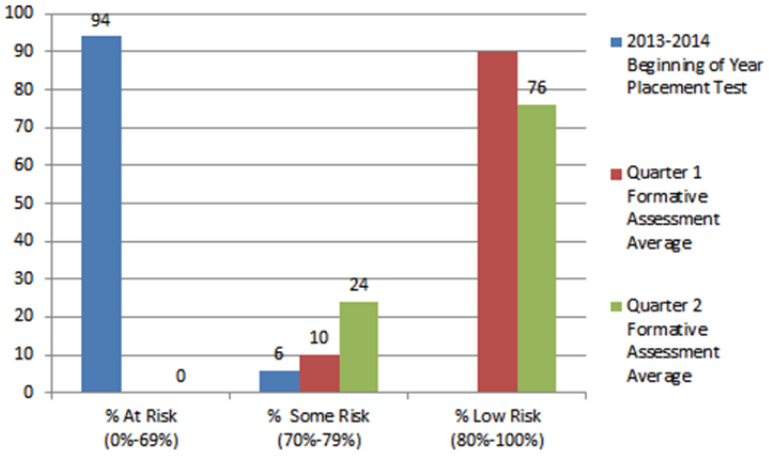
In order to increase student proficiency rate Bennett Academy Venture Site and Bennett Academy Bethany Home increased its professional development days before the 2013-2014 school year to a full 10 days. During that time teachers received staff development in the areas of Math, Reading, curriculum development, and teaching strategies. Teachers were instructed in using the Saxon curriculum alignment guide. Also teachers participated in two video seminars; The Art of Teaching Math with follow up from Dr. and Mr. Bennett.

Teachers receive ongoing staff development based on the review of current data. If there is a drop in performance in a specific area, teachers are provided additional training and support in that area. It may come in the form of informal discussions and materials provided or a formal class related to the area of deficiency. Additionally teachers meet with the principal weekly and the director monthly to discuss teaching strategies and techniques.

Grade 3 Math



Grade 4 Math



Bennett Academy Venture Site
Demonstration of Sufficient Progress

1b. SGP Bottom 25%

Math

Teachers are using the Saxon Math Series for K-4th grade. This year we added the Saxon Standards Correlation Guide to help teachers align their lesson plans to the State Standards. We also added math curriculum from the MacMillan/McGraw Hill math series that focuses on increasing the depth of instruction. Teachers are reporting positive results with this new addition.

We incorporated web-based training into our daily lesson planning. We added laptops to every classroom that allows the teachers to use instructional websites such as Hoodamathforkids.com, ABCya.com, Cool Math, Khan Academy and Multiplication.com to enhance curriculum or to allow self-paced instruction for students that are performing above or below the class average.

Teachers are working with students in small homogeneous groups of students on specific skills and concepts. Teachers use weekly and monthly assessments to judge progress.

Bennett Academy has implemented a pull out math program for all students in the lower 25%.These students are receiving intensive skills training and math problem solving instruction. Students are pulled from the 3rd and 4th grade classrooms and homogeneously grouped by academic need for 45 minutes each day. This is in addition to the intensive small group instruction received in the classroom. The math pull out instructor is using materials from Saxon, MacMillan/McGraw Hill, and other remedial materials.

After implementing the above the bottom 25% are showing growth. Data indicates that all of the 4th grade students have made a significant upward shift from the beginning of the year to current scores, with some students going from 15% on the initial assessment to 86% midyear. Third grade is showing significant growth as well with the lowest student starting at 20% and by mid-second quarter at 53%. While this is not passing, it shows significant growth and at the current rate of increase this student will increase proficiency to above average by the end of the school year. All of the third grade students in the lower 25% were below passing after the benchmark exam but by mid-quarter of the second quarter 72% were working at or above the 70% and 40% working above the 80%. (See charts).

Students were administered the Saxon math placement test the first week of school. The Saxon math program is aligned with Arizona State Standards. This

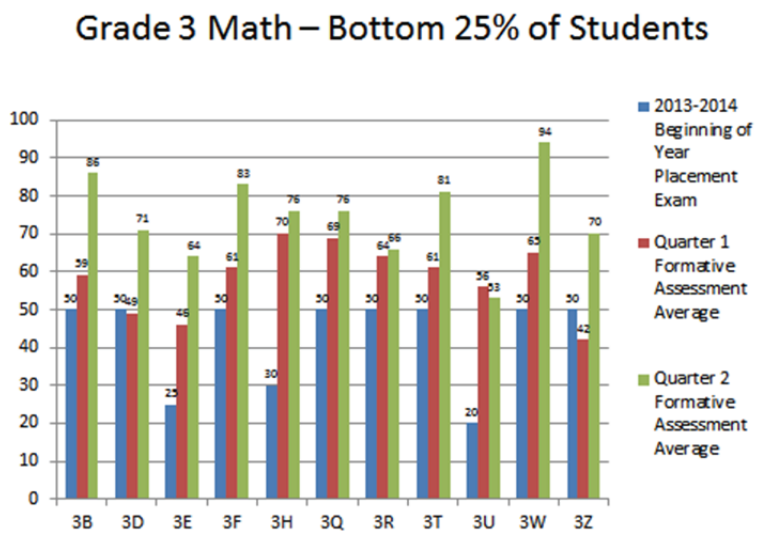
placement test along with the AIMS/Stanford 10 provided information to create individual goals for each student and to drive lesson planning.

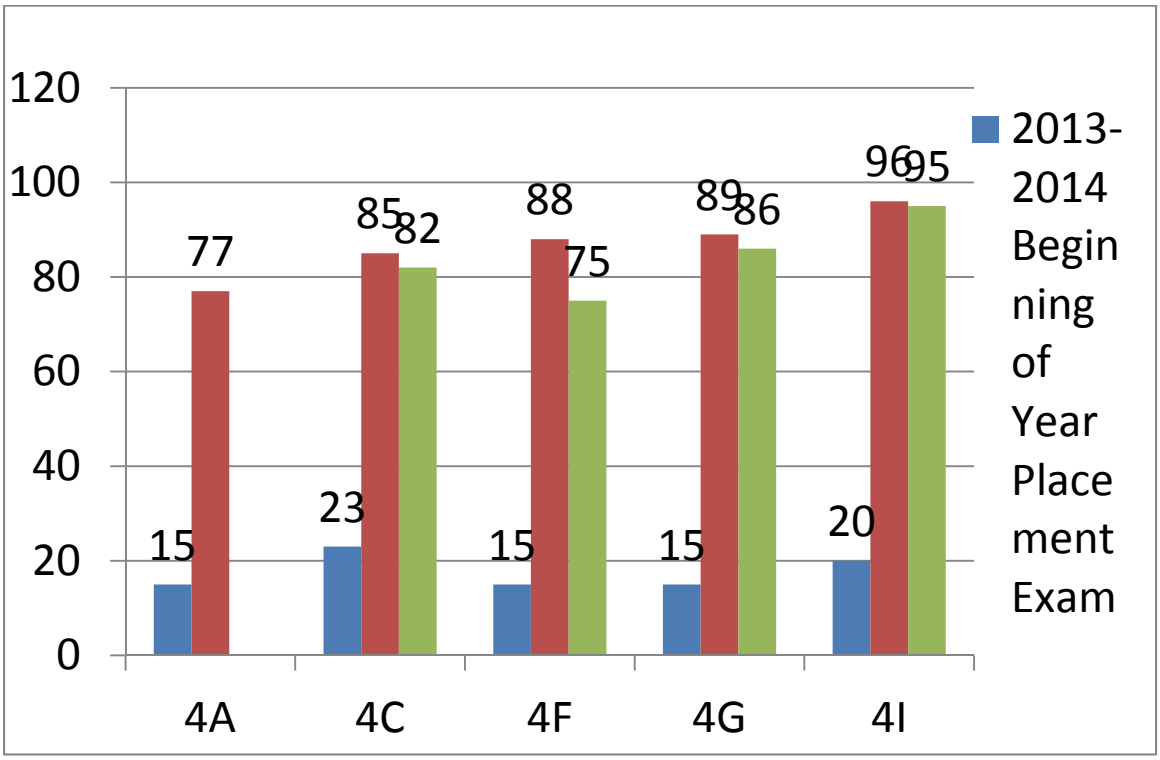
45 day screening forms are also used to determine those students who are not making academic progress. Student Study Team meetings are held for each child that has been flagged as having any academic deficits. Dr. Bennett, Administration, the Special Education teacher and the classroom teachers meet to determine a course of action for each child. The team strategizes to determine needed interventions. The team revisits the screens quarterly during the Response to Intervention meetings to assess each student's progress. The team reviews current math assessments, grade level assignments and classroom observations. If adequate progress is being made the original course of action is continued, however, if the suggested strategies have not increased student performance, new strategies are suggested.

Lesson plans are reviewed weekly by administration for coherence to the Arizona Academic Standards, the curriculum map, pacing plan and rigorous academic activities. The standards provide detailed guidance to teachers on how to navigate their way through topics such as fractions, negative numbers, and geometry, and do so by maintaining a continuous progression from grade to grade. The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels. Lesson plans must be aligned to the standards. Lesson plans are approved a week in advance to the Administration. Plans that do not adhere to the standards are returned for revision by the teacher.

In order to increase student proficiency rate Bennett Academy Venture Site and Bennett Academy Bethany Home increased its professional development days before the 2013-2014 school year to a full 10 days. During that time teachers received staff development in the areas of Math, Reading, curriculum development, and teaching strategies. Teachers were instructed in using the Saxon curriculum alignment guide. Also teachers participated in two video seminars; The Art of Teaching Math with follow up from Dr. and Mr. Bennett.

Staff received and continues to receive professional development in math instruction, specifically graphing, problem solving and the use of charts. Teachers received and continue to receive instruction in lesson planning and the use of the pacing guide and how to align lesson plans with the state standards. Teachers meet with Dr. Bennett monthly and with the principal weekly/monthly to discuss strategies and additional materials to be implemented.


Grade 3 Math – Bottom 25% of Students
100
90
80
70
60
50
40
30
20
10
0
3B
3D
3E
3F
3H
3Q
3R
3T
3U
3W
3Z
2013-2014 Beginning of Year Placement Exam
Quarter 1 Formative Assessment Average
Quarter 2 Formative Assessment Average


120
100
80
60
40
20
0
77
15
85
82
23
88
75
15
89
86
15
96
95
20
4A
4C
4F
4G
4I
2013-2014 Beginning of Year Placement Exam

Bennett Academy Venture Site
Demonstration of Sufficient Progress

1b. SGP Bottom 25%

Reading

Bennett Academy Venture Site has implemented its approved Move On When Reading Program. The school purchased a new reading series, Scott Foresman; Reading Street, which is on the MOWR list of suggested programs. The plan provides for Tier 1, 2 and 3 reading curriculum, assessments and interventions. Data is collected and analyzed every 2-3 weeks therefore teachers are able to make adjustments to instruction and increase early intervention.

All students who are under performing in reading are administered the DIBELS 6 every 2-3 weeks. Also, students are administered the Morrison McCall Spelling inventory every month. Students take weekly and end of unit formative and summative assessments provided by Reading Street. Students in the lower 25% percentile are identified and are placed in intensive instructional groups. Supplemental materials are provided, for example Spalding; Writing Road to Reading, Modern Curriculum Press Phonics, etc.

Bennett Students in the bottom 25%, have shown some increase in their DIBELS 6 scores. It should be noted that two of those in the lower 25% qualify as students with disabilities and at least one is in the middle of Sped evaluations. Though the majority are still, “at risk,” or at “some risk,” they are making gains in their reading fluency and comprehension. Student 3B was at 27 words per minute in the fall and by midyear he had moved up to 52 words per minute. Student 3F started the year at 46 words per minute and by midyear is up to 76 words per minute.

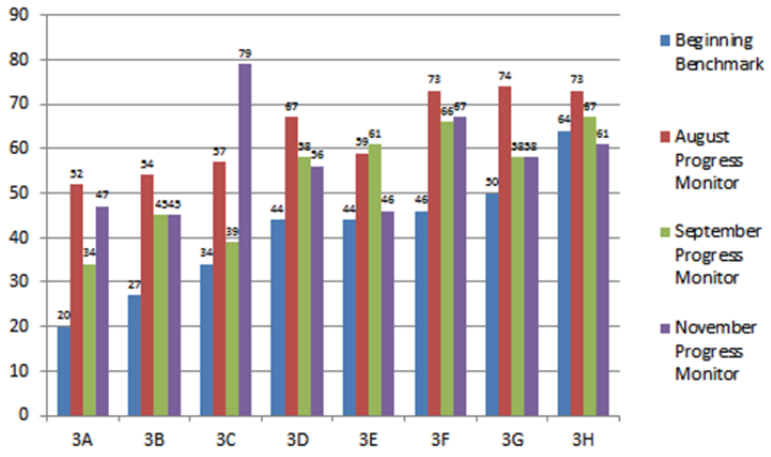
The bottom performing 25% in fourth grade have also shown growth. For example; student 4A started the year at 34 words per minute but by midyear made a 19 point gain to 57 words per minute and student 4E went from 68 words per minute to 155 words per minute, which is a significant gain of 87 words per minute. While most of the lowest performing 25% are still at “some risk,” or “at risk,” they have made progress and with continued interventions will meet their goals. All of those who continue to have difficulty are getting small group instruction with Spalding and Modern Curriculum Press phonics instruction. The teachers continue to meet with the principal and Dr. Bennett for strategies. Additional informal assessments by the SPED instructor have or will be conducted. Because these students were flagged on the 45 day screens they will be/have been brought before the Response to Intervention Team for further analysis.

Lesson plans are reviewed weekly by administration for coherence to the Arizona Academic Standards, the curriculum map, pacing plan and rigorous academic activities. The standards provide detailed guidance to teachers on how to navigate their way through topics such as reading comprehension, reading analysis, vocabulary and fluency and do so by maintaining a continuous progression from grade to grade. The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels. Lesson plans must be aligned to the standards. Lesson plans are approved a week in advance to the Administration. Plans that do not adhere to the standards are returned for revision by the teacher.

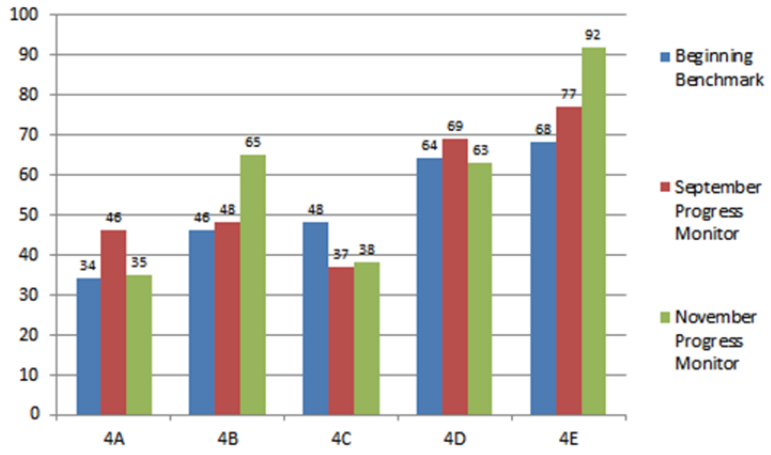
In order to increase student proficiency rate Bennett Academy Venture Site and Bennett Academy Bethany Home increased its professional development days before the 2013-2014 school year to a full 10 days. During that time teachers received staff development in the areas of Reading, curriculum development, and teaching strategies.

Staff received and continues to receive professional development in reading instruction, specifically reading for information, vocabulary, fluency. Instruction on the use of Scott Foresman; Reading Street was also provided. In addition, teachers were provided with instruction in small group teaching strategies. Teachers received and continue to receive instruction in lesson planning and the use of the pacing guide and how to align lesson plans with the state. Additionally, teachers receive refresher instruction in DIBELS, and the Morrison McCall Spelling inventory.

DIBELS Grade 3, ORF Progress Monitoring
Bottom 25% of Students



DIBELS Grade 4, ORF Progress Monitoring
Bottom 25% of Students



Bennett Academy Venture Site
Demonstration of Sufficient Progress

Proficiency:

2a./2b. Percent passing/Composite School Comparison

Math:

In order to increase the percent of students passing Bennett Academy Venture Site has made several changes to its math curriculum. Teachers use the Saxon Math series for K-4th grade. This year we added the Saxon Standards Correlation guide to help teachers align their lessons to State Standards. Additional math curriculum from McGraw Hill is being implemented this year. The MacMillian/McGraw Hill:Math series increases the depth of instruction. We integrated web-based training to enhance skills utilizing instructional websites such as Hoodamathforkids.com, ABCya.com, Cool Math, Khan Academy, and Multiplication.com.

Bennett Academy has implemented a pull out math program for all students in the lower 25%.These students are receiving intensive skills training and math problem solving instruction. Students are pulled from the 3rd and 4th grade classrooms and homogeneously grouped by academic need for 45 minutes each day. This is in addition to the intensive small group instruction received in the classroom. The math pull out instructor is using materials from Saxon, MacMillan/McGraw Hill, and other remedial materials.

Due to the changes we have made students' academic achievement has improved. Third grade began the school year with 71% of the students "at risk," but by the middle of the 2nd quarter those "at risk" has dropped to 18%. 63% of third grade students are at "low risk," as of the middle of the 2nd quarter. The fourth grade students are also showing growth. 94% of 4th grade students in the Fall were "at risk," and by the middle of the 2nd quarter 0% of students are, "at risk," and a full 76% are at low risk.

As we analyze the data for the ELL/FRL and SPED on the attached charts, we see the same measure of improvement in math performance. Our third grade ELL students are making great strides in individual performance. We have on student that has shown a considerable drop in performance from the first benchmark but we are addressing this issue through increased interventions. Improvement can be seen in our third grade FRL and SPED students.

We are also seeing our fourth grade ELL and FRL students showing remarkable progress from the beginning of the year to the second benchmark. There is a slight flattening between the second and third benchmark but the achievement levels are still at an acceptable level for most students. We are working with the teacher to determine what steps need to be taken to continue the upward growth.

Lesson plans are reviewed weekly by administration for coherence to the Arizona Academic Standards, the curriculum map, pacing plan and rigorous academic activities. The standards provide detailed guidance to teachers on how to navigate their way through topics such as reading

comprehension, reading analysis, vocabulary and fluency and do so by maintaining a continuous progression from grade to grade. The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels. Lesson plans must be aligned to the standards. Lesson plans are approved a week in advance to the Administration. Plans that do not adhere to the standards are returned for revision by the teacher.

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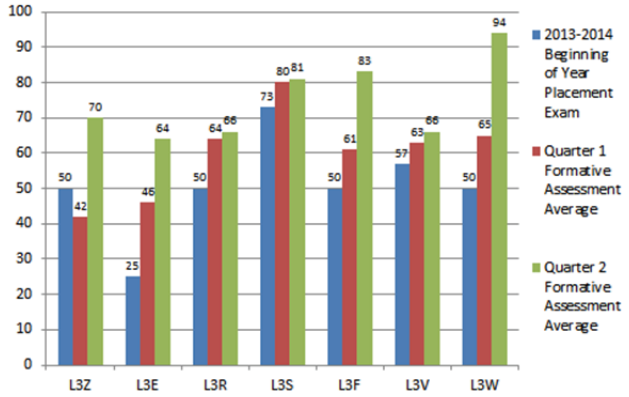
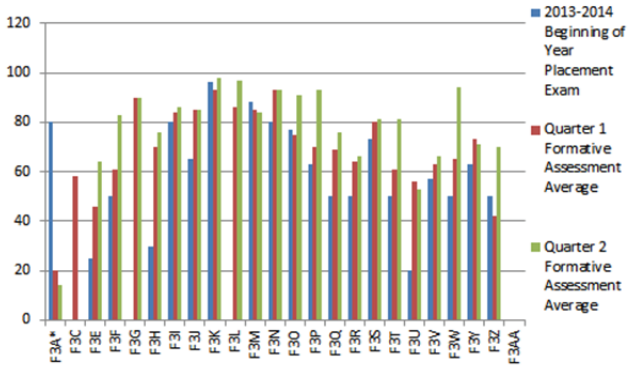
Staff received and continues to receive professional development in math instruction, specifically graphing, problem solving and the use of charts. Teachers received and continue to receive instruction in lesson planning and the use of the pacing guide and how to align lesson plans with the state standards.

Grade 3 Math
English Language Learner Students

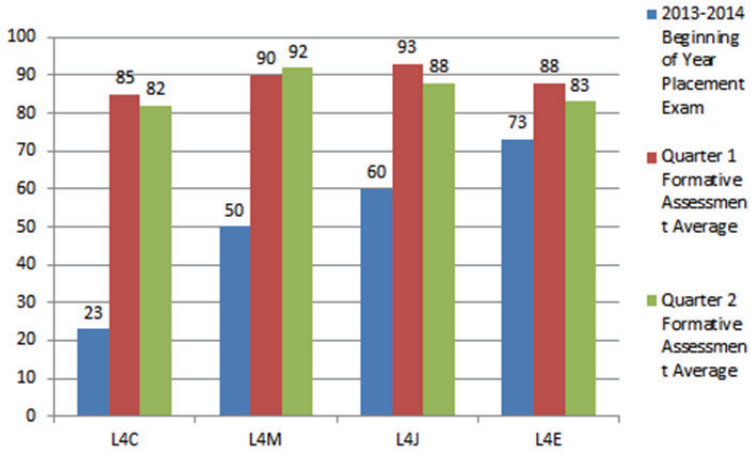


Grade 3 Math – Free or Reduced Lunch Students

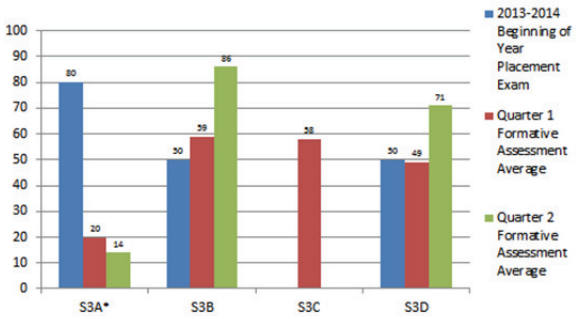


*student received significant support with initial placement exam, result not indicative of independent work

Grade 4 Math English Language Learner Students

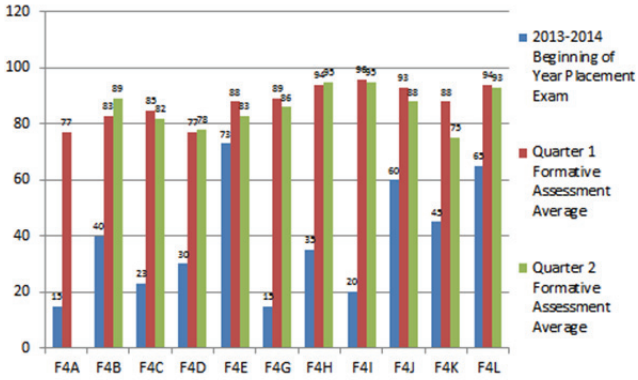


Grade 3 Math – Special Education Students

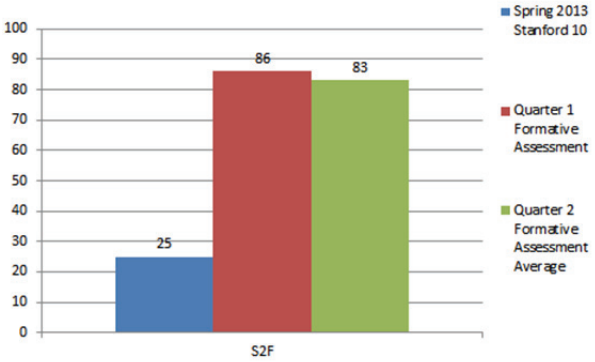


*student received significant support with initial placement exam, result not indicative of independent work

Grade 4 Math – Free or Reduced Lunch Students



Grade 2 Math – Special Education Students



Bennett Academy Venture Site
Demonstration of Sufficient Progress

Proficiency:

2a./2b. Percent passing/Composite School Passing

Reading:

Curriculum

Increasing the percentage of all students reading at or above grade level is the focus of Bennett Academy Venture Site. As a way to increase academic performance Bennett Academy has implemented several new strategies. The school purchased a new reading series, Scott Foresman; Reading Street, which is on the MOWR list of suggested programs. The plan provides for Tier 1, 2 and 3 reading curriculum and assessments and interventions. Data is collected and analyzed every 2-3 weeks therefore teachers are able to make adjustments to instruction and increase early intervention.

All students who are under performing in reading are administered the DIBELS 6 every 2-3 weeks. Also, students are administered the Morrison McCall Spelling inventory every month. Students take weekly and end of unit formative and summative assessments provided by Reading Street. Low performing students are identified and are placed in intensive instructional groups. Supplemental materials are provided such as Spalding; Writing Road to Reading, Modern Curriculum Press Phonics.

Judging by our data we are having a positive effect on our 3rd grade ELL population. In the Fall we had 29% “at risk” but by mid-year that number fell to 14%. 42% of the ELL students were at “some risk” in the Fall however by mid-year that number has gone to 43%. Finally, 29% of the third grade students were at “low risk” in the Fall and by mid-quarter that number had increased to 43%. It is clear that our current interventions have increased the scores of the ELL third grade students.

The scores for the FRL students has also shown growth especially for those who began the year, “at risk.” in the Fall 21% of the FRL students were, “at risk,” however that number by midyear had dropped to 17%.

Our fourth grade data is similar to that of the third grade. Overall, we see an increase in those who are at, “low risk.” In the fall 40% of our 4th grade students were considered, “low risk,” however by mid-year a full 56% are now at, “low risk.” Those students, “at risk,” has dropped from 30% to 25 % and those at, “some risk” has dropped from 30% to 19%. Our 4th grade ELL students have made significant progress. In the Fall we had 50% of 4th grade ELL students “at risk,” zero at “some risk,” and 50% at “low risk.” Based on mid-year we now have 25% of 4th grade students “at risk,” zero at, “some risk,” and a full 75% scoring in the, “low risk” area. All of the, “low risk,” students have actually made the end-of-the-year goal as well.

The fourth grade FRL students have also made progress. A full 82% are, “low risk” as of the mid-year DIBELS 6 verses 75% in the fall. Only 9% are at, “some risk,” by mid-year. While we do see a 1% increase in the “at risk,” students, all of the students who qualify for FRL are showing growth.

We have been able to effect a positive change in our SPED students in grades 3 & 4 with our highly qualified SPED teacher that uses pull out sessions to focus on individual learning needs.

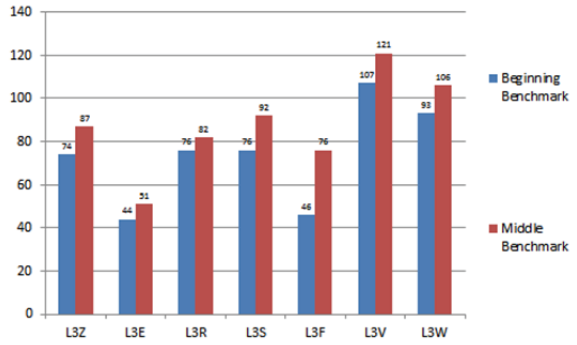
Lesson plans are reviewed weekly by administration for coherence to the Arizona Academic Standards, the curriculum map, pacing plan and rigorous academic activities. The standards provide detailed guidance to teachers on how to navigate their way through topics such as reading comprehension, reading analysis, vocabulary and fluency and do so by maintaining a continuous progression from grade to grade. The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels. Lesson plans must be aligned to the standards. Lesson plans are approved a week in advance to the Administration. Plans that do not adhere to the standards are returned for revision by the teacher.

Professional Development

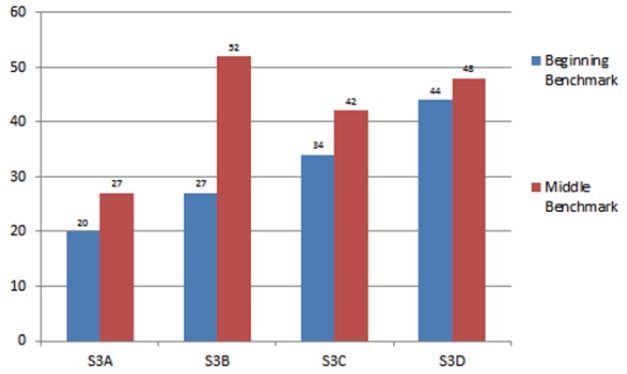
In order to increase student proficiency rate Bennett Academy Venture Site and Bennett Academy Bethany Home increased its professional development days before the 2013-2014 school year to a full 10 days. During that time teachers received staff development in the areas of Math, Reading, curriculum development, and teaching strategies.

Staff received and continues to receive professional development in reading instruction, specifically reading for information, vocabulary, fluency. Instruction on the use of Scott Foresman; Reading Street was also provided. In addition, teachers were provided with instruction in small group teaching strategies. Teachers received and continue to receive instruction in lesson planning and the use of the pacing guide and how to align lesson plans with the state. Additionally, teachers receive refresher instruction in DIBELS, and the Morrison McCall Spelling inventory.

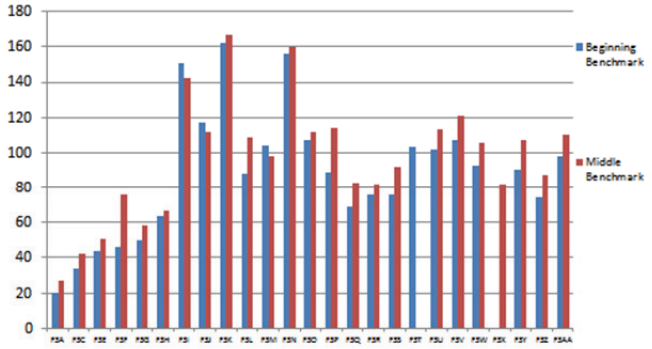
DIBELS Grade 3, ORF
English Language Learner Students



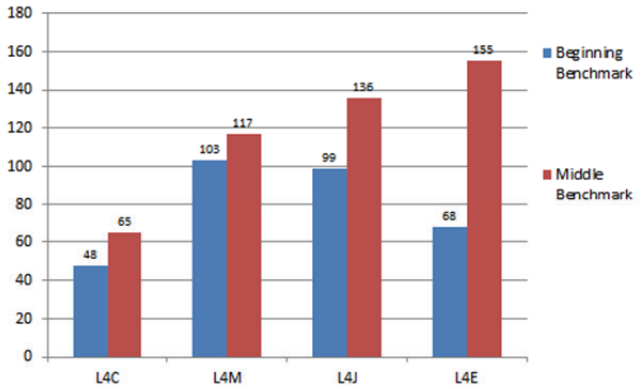
DIBELS Grade 3, ORF
Special Education Students



DIBELS Grade 3, ORF
Free or Reduced Lunch Students

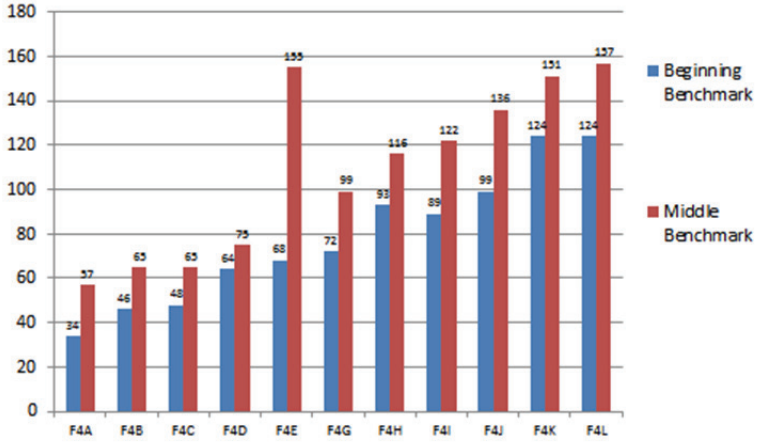


DIBELS Grade 4, ORF
English Language Learner Students



DIBELS Grade 4, ORF
Special Education Students

DIBELS Grade 4, ORF
Free or Reduced Lunch Students



Bennett Academy Venture Site
Demonstration of Sufficient Progress

3a. A-F Letter Grade State Accountability System

Bennett Academy has made significant changes to its staff, curriculum and assessment strategies for the 2013/2014 academic year. These changes are expected to increase student proficiency and therefore our overall school rating.

In the 2012/2013 academic year the Venture site had a combined class of 3rd and 4th grade students. In the 2013/2014 academic year we created two separate classrooms and hired two highly qualified teachers. This allowed for greater depth of instruction by grade level and allows teachers to focus more attention on individual students. Additionally Bennett Academy Venture Site realized that a part time principal did not bring sufficient oversight. In the 2013/2014 academic year the principal is able to provide full time support to teachers and students. The principal provides an increased presence in the classrooms which lends itself to stronger accountability.

In order to increase its student proficiency rate, Bennett Academy Venture Site and Bennett Academy Bethany Home increased its professional development **days before the 2013-2014 school year to a full 10 days**. During that time, teachers received staff development in the areas of math, reading, curriculum development and teaching strategies. Below is a chart of the meeting dates and a description of the staff development.

Date	Description of In Service/Meeting
Aug. 1, 2013	Arizona State Standards Review and Implementation
Aug 2. 2013	The Art of Teaching Math
Aug. 5, 2013	The Art of Teaching Math
Aug. 6, 2013	One on One with Principals to review class and student goal sheets
Aug. 8, 2013	Grade level meeting, review AIMS/Stanford scores, begin to create individual plans for students.
Aug. 8, 2013	Introduction to SPED, IEP goals, etc/individual meeting with SPED teacher.
Aug. 9, 2013	Balanced Literacy Program
Sept. 5, 2013	Review of Saxon Math curriculum and Az. Common Core Standards.
Sept. 5, 2013	Reading Street Introduction and Implementation

Arizona Standards and the pacing guides were detailed within the professional development. Teachers gained greater knowledge in implementing the pacing guides and curriculum maps to create rigorous lessons. Problem solving skills as they relate to the Arizona Standards were reviewed along with instruction on using data to identify students who are under performing and intervention strategies for increasing proficiency in the area of math and reading.

Teachers receive ongoing staff development during monthly meetings. The school uses two half days per month where teachers receive direct instruction on math and reading interventions. The Saxon Math Standards Guide is used to ensure that teachers are aligning their lessons to the state standards. We also review the new reading curriculum to insure teachers have a full understanding of those techniques. Teachers collaborate to analyze data and gain greater understanding of how to identify students who are in the bottom 25%.

As the year progresses, we review the web-based teaching methods and collaborate on tools that yield the most positive result. As an example, the website www.ideal.azed.gov will be used as a practicum to assess AIMS readiness and critical thinking skills in Grades 2 and above after Christmas break.