Demonstration of Sufficient Progress Site Visit Inventory

Charter Holder Name: The Griffin Foundation, Inc.
School Name: Children Reaching for the Sky Preparatory, Future Investment Middle School

Site Visit Date: April 7, 2015
Required for: Renewal
Evaluation Criteria Area: Curriculum

Document Name/Identification	Intended Purpose and Discussion Outcome
[C.1] 1. Curriculum Instruction Data (CIP) Team Agenda-Meeting 3a. CRS Lesson Plan Checklist 3b. FIMS Lesson Plan Checklist 4. Instructional Pacing-Curriculum Mapping 5. ATI Class Development Profile Grid Report-Benchmark 6. Classroom Observation Form 7. Curriculum, Evaluation and Resources Request Form 4. Sample Textbook Selection Checklists Lesson Plan Math 6th grade 10/13-10/17; 10/20-10/24; Oct 27-10/31	**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 Curriculum Instruction Data (CID) Team completed textbook selection checklist forms to evaluate Math resources from three different publishers. One of the areas in the evaluation is the alignment to standards. • Lesson Plan checklist documents record the review of weekly lesson plans to ensure that ACCR standards are included in lesson plans. Lesson Plans that were identified as lacking ACCR standards are identified and were required to be resubmitted. Lesson Plans were reviewed and verified that revised submissions include ACCR standards. • Classroom curriculum evaluation is used to ensure that effective resources are in place to enable students to meet the objectives required by AZ Common Core Standards. **Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.2] 1. Curriculum Instruction Data (CIP) Team Agenda-Meeting 2. CRS Kinder Lesson Plan 2a. CRS 3rd Grade Lesson Plan 2b. CRS 4th Grade Lesson Plan 2c. FIMS ELA Lesson Plans 2d. FIMS Entrepreneurship Lesson Plans 2e. FIMS Science Lesson Plans 3a. CRS Lesson Plan Checklist 3b. FIMS Lesson Plan Checklist 4. Instructional Pacing-Curriculum Mapping	**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:** • The Griffin Foundation Inc's Curriculum team made up from content teachers who specialize in the same content area would work together with classroom teachers to determine existing gaps between the current curriculum and the new Common Core standards. Grade level teachers plan together weekly to prepare lesson plans and review their Instructional Pacing Guide to cover all standards during the course of the school year. • Lesson Plan checklist documents record the review of weekly lesson plans to ensure that ACCR standards are included in lesson plans. Lesson Plans that were identified as lacking ACCR standards are identified and were required to be resubmitted. Lesson Plans were reviewed and verified that revised submissions include ACCR standards. • A classroom observation form was also provided that recorded that math textbooks were not at the appropriate

5. ATI Class Development Profile Grid Report-Benchmark 6. Classroom Observation Form Lesson Plan Math 6th grade 10/13-10/17; 10/20-10/24; Oct 27-10/31	level of rigor to match ACCR standards. Subsequently math curriculum resources were evaluated for adoption for the following school year. **Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.3] 1. Curriculum Instruction Data (CIP) Team Agenda-Meeting 2. Purchase Order Singapore Math1 2a. Purchase Order Singapore Math2 2b. Purchase Order Singapore Math3 2c. Purchase Order Singapore Math4 3. Invoice- Singapore Math1 3a. Invoice-Singapore Math2 3b. Invoice-Singapore Math3 3c. Invoice-Singapore Math 4 3d. Invoice-Singapore Math 5 3e. Invoice-Singapore Math 6 3f. Invoice from Singapore Math1 7. Curriculum, Evaluation and Resources Request Form	**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:** • Sample textbook selection checklist documents record the results of the CID team evaluation of math textbook resources from three different vendors. • Request for adoption of new textbook/materials form was submitted by the CID team to request the replacement of the existing resources (Everyday Math) with Singapore Math based on the results of the checklist document evaluations. • The completed request form is submitted by the CID team chair to the superintendent for final approval. **Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.4] 1. Curriculum Instruction Data (CIP) Team Agenda-Meeting 2. Sample Textbook Selection Checklists 3. Request for Adoption of New Textbooks-Materials	**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:** • The Curriculum/Instruction Team for the Griffin Foundation, Inc. is the district wide coordinating committee body for our curriculum development system. It evaluates the products and recommends action to the superintendent. The team is composed of the superintendent, assistant principal, and IT specialist. • Their findings are submitted to the Superintendent and district and Board for review.

	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.5] 1. Curriculum Instruction Data (CIP) Team Agenda-Meeting 2. CRS Kinder Common Core Training-Survey Sheets 2a. CRS Singapore Math Strategies Conference-Survey Sheets 2b. Singapore Math Training-Survey Sheets 3. AZDash Training and Survey Sheets 3a. Printing ATI Reports_Data Analysis 4. Sample Textbook Selection Checklists 5. Request for Adoption of New Textbooks-Materials	**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:** • Sample textbook selection checklist documents record the results of the CID team evaluation of math textbook resources from three different vendors. The checklist form evaluates resources in several areas: Equity, Composition, Student Materials, Teacher Materials, and Publisher. These include an evaluation of whether the resources are aligned to state standards, are based on current research, and address diverse learning styles. • Teachers completed surveys after initial training with sample curriculum resources which included teacher feedback and whether they support the purchase of the new resources.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.6] 1. Curriculum Instruction Data (CIP) Team Agenda-Meeting 2. CRS Kinder Common Core Training-Survey Sheets 2a. CRS Singapore Math Strategies Conference-Survey Sheets 2b. Singapore Math Training-Survey Sheets 3. AZDash Training and Survey Sheets 3a. Printing ATI Reports_Data Analysis 4. Sample Textbook Selection Checklists 5. Request for Adoption of New Textbooks-Materials	**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:** • Lesson Plans are checked and reviewed weekly. Lesson plans are reviewed to ensure they include content standards. • The Charter Holder provides teachers with the opportunity to plan subject-area instructional units/lesson plans, design classroom assessments, and maintain a district wide assessment system. The class schedule identifies times when teachers have common planning time.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.7] 1. Instructional Pacing-Curriculum Mapping 2. CRS 3rd Grade Lesson Plan 2a. CRS 4th Grade Lesson Plan 2b. CRS Kinder Lesson Plan 2c. FIMS ELA Lesson Plans 2d. FIMS Entrepreneurship Lesson Plans 2e. FIMS Science Lesson Plans 3. CRS Lesson Plan Checklist 3a. FIMS Lesson Plan Checklist	**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:** • Future Investment Middle School and Children Reaching for the Sky Elementary School teachers use a Pacing Guides and curriculum mapping that ensures grade to grade continuity, timely intervention, also confirmation that the school's curriculum is taught and AZ Common Core Standards are met. • Lesson plans are reviewed and checked by administration weekly to ensure alignment of instruction to the curriculum map and pacing guides. • The Pacing Guides and curriculum maps record by week the standards to be taught in the lessons for the week. • Revisions to maps are made quarterly. A review of 3rd quarter science lesson plan indicated the need to continue a standard in the 4th quarter. A review of the 4th quarter map demonstrated that revisions had been made to include the standard.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.8] 1. Instructional Pacing-Curriculum Mapping 2. CRS 3rd Grade Lesson Plan 2a. CRS 4th Grade Lesson Plan 2b. CRS Kinder Lesson Plan 2c. FIMS ELA Lesson Plans 2d. FIMS Entrepreneurship Lesson Plans 2e. FIMS Science Lesson Plans 3. CRS Lesson Plan Checklist 3a. FIMS Lesson Plan Checklist	**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:** • Lesson Plans must identify AZ Common Core Standards achieved in the teaching of their lesson. Lesson Plans are submitted to administrators every Monday morning before the start of class. Grades are entered by Tuesday of every week. Plans and grades are reviewed and feedback given to teachers
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.9] 1. Classroom Observation Form 2. Teacher Evaluation Form 3. CRS 3rd Grade Lesson Plan 3a. CRS 4th Grade Lesson Plan 3b. CRS Kinder Lesson Plan 3c. FIMS ELA Lesson Plans 3d. FIMS Entrepreneurship Lesson Plans 3e. FIMS Science Lesson Plans 4. CRS Lesson Plan Checklist 4a. FIMS Lesson Plan Checklist 5. Instruction & Teacher Evaluation System 6. Taskstream Alignment to Instruction Standards 7. Response to Curriculum #9 (NEW)	**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:** • Lesson Plans must identify AZ Common Core Standards achieved in the teaching of their lesson. Lesson Plans are submitted to administrators every Monday morning before the start of class. • Lesson plans are reviewed and checked by administration weekly to ensure alignment of instruction to the curriculum map and pacing guides. **Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.10] 1. CRS Standards Binder Sample Pages ELA 1a. CRS Standards Binder Sample Pages Math 1b. CRS Standards Binder Sample Pages Science 1c. FIMS Standards Binder Sample Pages ELA	**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:** • Textbook selection checklists document the review of math curriculum resources including a review of alignment to ACCR standards. • Curriculum maps and pacing guides provide a map of instruction for the school year that identifies ACCR standards for Math and English Language Arts.

1d. FIMS Standards Binder Sample Pages Math 2. CRS 3rd Grade Lesson Plan 2a. CRS 4th Grade Lesson Plan 2b. CRS Kinder Lesson Plan 2c. FIMS ELA Lesson Plans 2d. FIMS Entrepreneurship Lesson Plans 2e. FIMS Science Lesson Plans 3. Instructional Pacing-Curriculum Mapping 4. CRS Lesson Plan Checklist 4a. FIMS Lesson Plan Checklist 5. Taskstream Alignment to Instruction Standards 6.Response to Curriculum #10 (NEW)	**Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.11] AZ Dash Student Profile Reports Reading and Math 1. CRS classroom student file on bottom 25% 1a. FIMS classroom student file on bottom 25% 2. Lower and Upper Result charts, AZ-Dash reporting services 2a. Lower and Upper Results 5thGrade 2b. Lower and Upper Results 3rd Grade 2c. Lower and Upper Results 4th Grade 4. CRS Math Tutoring 5. CRS Intervention Parent Permission 5a. CRS Intervention Sign In Sheet	**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%. **The documents provided demonstrate evidence of the following:** • AZ Dash Student Profile Reports for Reading and Math are used to identify specific topics or areas for students falling in the bottom 30%. These areas are targeted during intervention lessons. • GFSD (Griffin Foundation School District) has developed specific practices and systems to support each student as he or she strives to meet the school's rigorous academic standards, including prerequisites that help to assist in identifying the bottom 25% non-proficient students to implement student support systems such as intervention programs or tutoring; including various complementary programs such as a reading program • Individual student intervention growth files document the specific topics addressed through intervention instruction for each student. The document records the date and time each student received intervention instruction as well as the evaluation of the intervention lesson. • Math tutoring is provided to students by a contacted service provider funded by a grant from ADE. Individual student tutoring sign-in sheets record the date and time students received math tutoring.

Math 5b. FIMS Intervention Parent Permission 5c. FIMS Intervention Sign-In Sheet Math	**Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.12] ELL Lesson Plan ILLP 6. Galileo (ATI) ELL 2nd Grade Math 6a. Galileo (ATI) ELL 2nd Grade Reading 6b. Galileo (ATI) ELL 3rd Grade Math 6c. Galileo (ATI)ELL 5th Grade Reading 7. ESL-ELL Classroom Inventory Report 8. ELL Student Classification Report 8a. ELL Reports ADE Common Log On 9. ELL Standards 10. Response to Curriculum #12 (NEW)	**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 in grades K-1, and 3-8 have an ILLP that identify specific ELD standards to be taught to ELL students as part of classroom instruction. • ELL students in 2nd and 3rd grade are enrolled in an SEI classroom. ELL Lesson plans identify ELP standards to be taught. Lesson plans are created using TaskStream and include comparable information to other classroom lesson plans.
	Final Evaluation: ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.
[C.13]	**Charter holder indicated the intended purpose of the document was to demonstrate:** how the Charter Holder ensures that the curriculum addresses the needs of Free and Reduced Lunch (FRL) students. **N/A**
	Final Evaluation: ☐ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.

[C.14] SPED Classroom Monitoring – IEP Goal Setting SPED 1. CRS classroom student file on bottom 25% 1a. FIMS classroom student file on bottom 25% 2. Lower and Upper Result charts, AZ-Dash reporting services 2a. Lower and Upper Results 5thGrade 2b. Lower and Upper Results 3rd Grade 2c. Lower and Upper Results 4th Grade 4. CRS Math Tutoring 5. CRS Intervention Parent Permission 5a. CRS Intervention Sign In Sheet Math 5b. FIMS Intervention Parent Permission 5c. FIMS Intervention Sign-In Sheet Math 7. Galileo (ATI) SPED 4th Grade Math 7a. Galileo (ATI) SPED 4th Grade Reading 7b. Galileo (ATI) SPED Reading 7th Grade 14-15 8. Response to Curriculum #14 (NEW)	**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:** • SPED Classroom Monitoring documents record meetings with the SPED teacher and classroom teacher. The documents include specific topics regarding academic performance that were discussed during the meeting, whether the teacher received a copy of the IEP and notified of modifications/accommodations. The SPED teacher and classroom teacher both sign the form at the end of the meeting. • Individual student IEP documents contain specific annual goals for Math and Language arts. The goals describe a measurable outcome and identify the criteria the student must meet in order to meet the goal. **Final Evaluation:** ☒ Documents presented serve as detailed evidence of implementation of each of the relevant described processes, and thus are evaluated as sufficient. ☐ Documents presented do not demonstrate evidence of implementation of processes to address the required elements, and thus are evaluated as insufficient.