GRIFFIN FOUNDATION SCHOOL DISTRICT

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May 15, 2013

Attn: Ms Martha Morgan, Ed. S.
Arizona State Board for Charter Schools
1616 West Adams Street, Suite 170
Phoenix, AZ 85007
Phone: 602-364-3083

Subject: **Demonstration of Sufficient Progress for Future Investment Middle School**

To whom it may concern:

The Griffin Foundation School District will show that it has demonstrated sufficient progress toward the academic performance expectations set forth in the academic framework by documenting success of our implemented improvement plan aligned with the academic framework.

During the school year of 2011-2012 the Future Investment Middle School overall rating was 43.75 out of a possible 100; therefore, it did not meet the standard as set by the Board. In this report GFSD will show the details that support our successful implemented improvement plan. Most of our students come from low-income homes and/or identified as disadvantaged Title I students. Many of the students we receive (approximately 45%-50%) are transitional students that move frequently from year to year. This makes it difficult to provide the academic foundation that many of these students need to reach grade level performance within a one year period.

The academic framework data is used by the Griffin Foundation School District as a basis for analysis to make high-stake decisions. In addition, Future Investment Middle School relies on having access to many data driven resources that assist administration in evaluating state assessments. The data collected and used by GFSD in this report is organized by indicators, measures, metrics and targets. Evidence of success is presented using graphs, tables or data charts that demonstrate, with specificity, improved academic performance based on data generated from valid and reliable assessment sources. The Griffin Foundation School District's current and prior overall letter grade rating as well as the change in points awarded for individual measures within the academic framework from year to year continues to be consistently in the C to B letter grade range. GFSD for the school year 2011-2012 received a letter grade C. Through commitment by our faculty and support staff the Griffin Foundation School District has developed a process to ensure that our students are motivated and engaged in school. Students complete a school wide survey each year. The data is used to monitor and develop processes in the classrooms that will enhance student's engagement and motivation. These approaches include processes for measuring levels of engagement across the school and address aspects within the school where students are not engaged.

Future Investment Middle School's Academic Performance Rating FY 2012 showed that our students did not meet the standards in Growth/Small School: 1a SGP (Math and Reading) and 1b SGP Bottom 25% (Math and Reading); In addition FIMS did not meet the standards as set by the Board for Math in 2a, 2b, 2c, and 3a, as identified on the **Academic Performance Rating Table FY 2012**. This past school year FIMS has implemented various components to improve students' growth and meet the standards as set by the Board.

FIMS has developed a sustained improvement plan in Math and Reading to improve assessment scores in section 1a Growth-SGP that includes evidence of increased student growth through implementation of:

1. A plan for monitoring integration of the Arizona Academic Standards into instruction: Teachers are required to submit lesson plans every Monday for administrative review. Lessons must meet the Arizona State Standards/Common Core requirements.

2. A plan for monitoring and documenting increases in student growth: Students are assessed 3 times during the school year for academic and content knowledge using Study Island, Star Math, Star Reading, and Galileo Academic Assessments software. Benchmarks are performed at the beginning, middle, and end of the school year. The data is analyzed and reviewed by administrators, faculty members, and Academic Data Review Teams. Teachers used this data to plan classroom instruction and after school student intervention in Math and Reading.

3. A professional development plan that contributed to increased student growth: Each school year the Griffin Foundation School District has employees complete a Professional Development survey/questionnaire to assist administration with scheduling training, workshops, and conferences for teachers and staff, as well as to assist with improvements in classroom instruction and student academics.

4. A curriculum that contributes to increased student growth: The district is in the process of purchasing new Math textbooks and workbooks (Singapore Math). In addition to our teachers receiving 3 days of training onsite. We believe that the Math training for teachers and new Singapore Math curriculum/textbooks will assist student in their academic growth and improve the district's performance scores.

FIMS has developed a sustained improvement plan in **section 1b Growth-SGP Bottom 25%** Math and Reading that includes evidence of increased student growth for students with growth in the lowest 25% through implementation of:

1. A plan for monitoring and documenting student growth for students with growth percentiles in the lowest 25%: AIMS, Stanford 10, DIBELS, AZELLA, Study Island, Star Math, Star Reading, Accelerated Math and Reading, and Galileo Assessment software is used by administrators, faculty members, and Academic Data Review Teams to analyze student growth. In addition, teachers used this data to plan classroom instruction and after school student intervention in Math and Reading. The students with growth percentiles in the lowest 25% are identified by the Data Review Teams for intervention programs in Math and Reading. Furthermore, student growth and students' academic growth per classroom are monitored by the district and used to assist with goal setting and assisting in teachers' evaluations. Teachers meet every two weeks with their grade level data team and once a month with the entire faculty on Wednesday during professional development. Recommendations and brainstorming techniques are used to identify possible classroom solutions to assist students in academic growth and to develop student intervention plans, as well as, develop growth targets and achievable academic goals for each student. FIMS

students are assessed each week by the designated teacher that is assigned to the Computer Lab. These teachers have a variety of assessment tools that could be used: content knowledge and benchmark assessments are conducted during this timeframe using Study Island, Star Math, Star Reading, Accelerated Math and Reading, and Galileo software. Each week teachers will meet with students to share with them their scores and concerns. At this time, the teacher may give the students additional practice work and/or notify their parents to ask for their support. An Intervention Plan possibly could be developed on the student or the student could be asked to attend after school intervention in Math and/or Reading. Teachers will keep all data reports in a binder, including corrective action notes and/or recommendations identified during their review of the data. This information will be kept on file to be discussed and reviewed by administrators and discussed during faculty professional development meetings/data team reviews. We have reports that will track students identified in the lowest 25%, after which teachers will develop an Intervention Plan for each student (see attachments).

2. A professional development plan that contributed to increased student growth for students with growth percentiles in the lowest 25%: Teachers are provided professional development using tools and other resources such as PD and training surveys, professional development weekly training, teacher evaluations and classroom observations, and by request. Some opportunities that our teachers received this school year were Common Core onsite workshop trainings for the entire faculty; other teachers attended the National Mathematics Conference training, National Science Conference, Singapore Math workshop, Language Arts workshop, as well as the ADE's OELAS Conference, and ESS conference.

3. A plan for monitoring the integration of the Arizona Academic Standards into instruction: Teachers are required to submit lesson plans every Monday for administrative review. Lessons must meet the Arizona State Standards/Common Core requirements.

4. A curriculum that contributes to increased student growth for students with growth percentiles in the lowest 25%: The district is in the process of purchasing new Math textbooks and workbooks (Singapore Math). In addition to our teachers receiving 3 days of training onsite. We believe that the Math training for teachers and new Singapore Math curriculum/textbooks will assist student in their academic growth and improve the district's performance scores.

FIMS has developed a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in **section 2a Proficiency-Percent Passing** Math through implementation of:

1. A plan for monitoring and documenting student proficiency: The Griffin Foundation School District has a comprehensive system as identified in this plan to monitor the integration of Arizona Standards/Common Core requirements into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standard checklists, and data review teams.

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction: Teachers are required to submit lesson plans every Monday for administrative review. Lessons must meet the Arizona State Standards/Common Core requirements. Administrators monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standard checklists, data review teams, and standard based assessments. The system identified in this report provides for continuous data analysis and feedback.

3. A curriculum that contributes to increased student proficiency: The district is in the process of purchasing new Math textbooks and workbooks (Singapore Math). In addition to our teachers receiving 3 days of training onsite. We believe that the Math training for teachers and new Singapore Math curriculum/textbooks will assist student in their academic growth and improve the district's performance scores.

4. A professional development plan that contributes to increased student proficient students: Teachers are provided professional development using tools and other resources such as PD and training surveys, professional development weekly training, teacher evaluations and classroom observations, and by request. Some opportunities that our teachers received this school year were Common Core onsite workshop trainings for the entire faculty; other teachers attended the National Mathematics Conference training, National Science Conference, Singapore Math workshop, Language Arts workshop, as well as the ADE's OELAS Conference, and ESS conference.

FIMS has developed a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in **Proficiency-Composite School Comparison 2b** Math as compared to schools that serve similar populations through implementation of:

1. A plan for monitoring the integration of the Arizona Academic Standards into instruction: The various assessments that GFSD/FIMS uses will provide comprehensive assessments based on clearly defined performance measures aligned with the curriculum and instructional methodology.

2. A curriculum that contributes to increased student proficiency: The district is in the process of purchasing new Math textbooks and workbooks (Singapore Math). In addition to our teachers receiving 3 days of training onsite. We believe that the Math training for teachers and new Singapore Math curriculum/textbooks will assist student in their academic growth and improve the district's performance scores.

3. A plan for monitoring and documenting student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities: Our system demonstrates a formalized process to assess student performance on expectations for students learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams.

4. A professional development plan that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities: Teachers are provided professional development using tools and other resources such as PD and training surveys, professional development weekly training, teacher evaluations and classroom observations, and by request. Some opportunities that our teachers received this school year were Common Core onsite workshop trainings for the entire faculty; other teachers attended the National Mathematics Conference training, National Science Conference, Singapore Math workshop, Language Arts workshop, as well as the ADE's OELAS Conference, and ESS conference, in addition to ADE trainings on ELL and Special Education (ESS).

FIMS has developed a sustained improvement plan that includes evidence of increasing the percent of students passing the state assessment in **Proficiency-Subgroup ELL, FRL, and SPED 2c** Math and Reading in one or more of the following categories: ELL, FRL, students with disabilities through implementation of:

1. A curriculum that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities: The district is in the process of purchasing new Math textbooks and workbooks (Singapore Math). In addition to our teachers receiving 3 days of training onsite. We believe that the Math training for teachers and new Singapore Math curriculum/textbooks will assist student in their academic growth and improve the district's performance scores.

2. A plan for monitoring the integration of the Arizona Academic Standards into instruction: The various assessments that GFSD/FIMS uses will provide comprehensive assessments based on clearly defined performance measures aligned with the curriculum and instructional methodology. Lessons must meet the Arizona State Standards/Common Core requirements. Administrators monitor the integration of Arizona Standards into instruction and evaluate the instructional practices of the teachers evidenced by lesson plan reviews, formal teacher evaluations, informal classroom observations, standard checklists, data review teams, and standard based assessments. The system identified in this report provides for continuous data analysis and feedback.

3. A plan for monitoring and documenting student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities: Our system demonstrates a formalized process to assess student performance on expectations for students learning; to conduct a systematic analysis of instructional effectiveness; to adjust curriculum and instruction systematically in response to data from multiple assessments, such as formative and summative assessments, common/benchmark assessments, and data review teams.

4. A professional development plan that contributes to increased student proficiency for students in one or more of the following categories: ELL, FRL, students with disabilities: Teachers are provided professional development using tools and other resources such as PD and training surveys, professional development weekly training, teacher evaluations and classroom observations, and by request. Some opportunities that our teachers received this school year were Common Core onsite workshop trainings for the entire faculty; other teachers attended the National Mathematics Conference training, National Science Conference, Singapore Math workshop, Language Arts workshop, as well as the ADE's OELAS Conference, and ESS conference, in addition to ADE trainings on ELL and Special Education (ESS). The Griffin Foundation School District has developed and implemented a comprehensive and clearly defined professional development plan focused on improving student achievement. The plan is aligned with identified students learning target areas (Math and Reading) and is based on teacher learning needs. The plan reflects research and best practices in professional learning. Professional development is planned, aligned, and leads to improved instructional effectiveness.

The Griffin Foundation School District/FIMS has developed a sustained improvement plan that includes evidence of increasing student growth and proficiency not discussed in a previous measure. To include a sustained improvement plan to meet targets as described in the appropriate **State Accountability and Overall Rating 3a** A-F Letter Grade model not discussed in a previous measure. Attached are documents to support student monitoring and assessments, intervention programs, growth models, professional development trainings, standards/common core, and curriculum instruction.

Sincerely,

Lee Griffin
GFSD Superintendent