ALLSPORT ACADEMY

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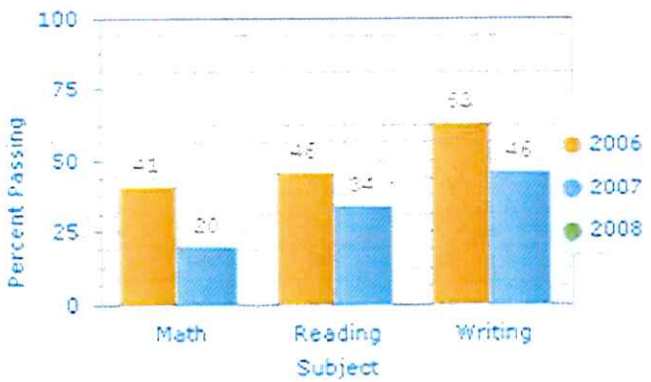
School Mission and Goals:
Allsport Academy was founded on the principle that sports and academics can be successfully integrated into the lives of young athletes. We strive diligently to teach our students a paradigm of success that will serve them effectively in sports, academics and in their personal lives.

PERFORMANCE MANAGEMENT PLAN

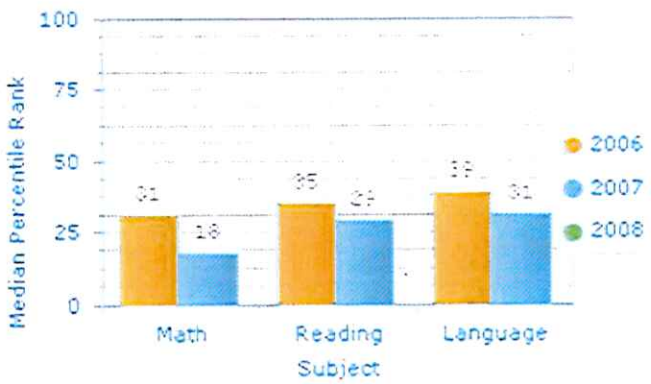
Introductory Narrative of Data Self-Analysis and Interpretation of Findings:

The data analysis is based more directly on the Spring 2010 AIMS assessment and this years' ongoing mini-assessments since the past 5 years data is incomplete and in 2008 all data is missing for all grades. For 2010/2011, our records indicate a returning population of only 27%. This could make some changes for today's students less appropriate. The data indicates trends in past instructional achievement as a school. There was a significant drop in student achievement in all areas from 2006 to 2007. This trend is consistent through 2010 where most of the schools' students are less than "meets" or "exceeds". Teaching staff/leadership was the only constant.

Arizona's Instrument to Measure Standards (AIMS).



AIMS DPA/TerraNova



BCS318

AIMS 2009 MATH

Grades	FFB	APP	M	Ex
5	*	*	*	*
6	70	20	0	10
7	33	25	42	0
8	59	26	15	0
9	*	*	*	*

AIMS 2009 READING

Grades	FFB	APP	M	Ex
5	*	*	*	*
6	30	30	40	0
7	17	42	42	0
8	19	52	30	0
9	*	*	*	*

AIMS 2010 MATH

Grades	FFB	APP	M	Ex
5	*	*	*	*
6	80	*	20	*
7	67	27	7	0
8	79	14	7	0
9	*	*	*	*

AIMS 2010 READING

Grades	FFB	APP	M	Ex
5	*	*	*	*
6	60	40	*	*
7	13	60	27	0
8	21	43	36	0
9	*	*	*	*

The school is awaiting data from the feeder schools for current 5th grade to be reviewed at a PD in September 2010.

The AIMS 2010 Spring Reading results indicated the 7th graders scored 13% FFB, 60% approaching. The AIMS 2010 Spring Reading results indicated the 8th graders scored 21% FFB and 43% approaching.

The 6th grade AIMS shows a relative weakness in strand 1 of the reading process which is vocabulary; strand 2 comprehending literary text and strand 3 comprehending informational text, specifically expository text.

For math in 6th grade, the strands to be stressed are strand 1, number sense, and operations; strand 2 Data Analysis, Probability and Discrete Mathematics and strand 4 geometry and measurement.

The 7th grade AIMS shows a relative weakness in strand 1 of the reading process is vocabulary; strand 2 comprehending literary text and strand 3 comprehending informational text which is almost 13 points below the possible points.

BCS319

For math in 7th grade, the strands to be stressed are strand 1 number sense and operations, almost 10 points below; strand 2 Data Analysis, Probability and Discrete Mathematics, which is over 6 points, and strand 4 geometry and measurement, almost 10 points below.

The 8th grade AIMS shows a relative weakness in strand 1 of the reading process is vocabulary; strand 2, comprehending literary text, and strand 3, comprehending informational text, which is almost 12 points below the possible points with expository reading almost 12 points below.

For math in 8th grade, the strands to be stressed are strand 1, number sense and operations, almost 8 points below; strand 2 Data Analysis, Probability and Discrete Mathematics, almost 7 points below and strand 4 geometry and measurement, 10 points below.

Based on these findings, the school team shall monitor these areas every two to three weeks using the Study Island assessment software (This software is Az State Standards based with PO activities to improve performance practice by students by PO) to determine continued re-teaching which can be presented in bell work and used for identifying tutoring groups for reading/math support.

Since Math has the lowest content scores on the AIMS, the Math teacher shall get PD support for furthering content knowledge/teaching strategies to further engage her students in the learning process. The entire school shall integrate vocabulary strategies to support the reading process/comprehension.

Determine Underlying Reasons for Performance:

Students' engagement strategies needed to be improved as well as the establishment of a systemic assessment system to regularly monitor students' academic learning needs. It was difficult to determine whether students were on target due to lack of assessment measures. Furthermore, consistent teacher PD was needed to support teachers with best practices for data analysis to plan for instruction and best classroom practices for instructional delivery to include differentiated instruction within the classroom setting. There needed to be a consistent monitoring/teacher evaluation system to provide teacher feedback from the school principal.

The school has changed the consultant. The current consultant is a retired educator who is certified as K-8 Elementary Education teacher, Special Education K-12 teacher, and principal K-12 with a full ESL endorsement. The consultant has experience in all the areas of certification. The school will also be pursuing to hire for 2011-12 an experienced principal with educational experience to closely supervise areas needing improvement.

BCS320

The school has made changes in teaching staff for LA, Social Studies and Science. The school will be working with the current math teacher to provide appropriate professional development for content/best classroom practices. Additionally, the school has contacted Alex Duran of the Pima County Superintendent's office to provide support with PD/data analysis. The school will also request PD from the County Superintendent's office for our staff.

With a new staff/consultant on board, the school will continue to develop and implement this plan with the participation and cooperation of stakeholders, especially parents. A quarterly review of the school's progress in the implementation and effectiveness of this plan will begin in October of this year.

BCS321

INDICATOR: Reading **DURATION OF THE PLAN: Begins: August , 2010 to May 2013**

MEASURE	METRIC	TARGET
AIMS/Study Island Assessment	Over 70% proficient schoolwide by 2013	Goal 1: To increase the percentage of all schoolwide grade students to meeting or exceeding the standards in reading by 10% on the AIMS each year starting with Spring by 2011.

Strategy 1: grades 5-9 are using (company text name here) reading series along with literature sets for the next two years. The rationale for the literature sets is to meet the many diverse reading needs in our classrooms in grades 5-6 as well as in 7-9. The school will be ordering literature sets this year.

Actions Steps:
Step 1: Focus professional development on the identified targeted areas of improvement and use of literature sets for differentiated instruction.
Step 2: Increase meaningful involvement of parents, families, and the local community to support effective reading strategies.
Step 3: Focus instruction on identified targeted areas of improvement.
Step 4: Build a school culture that optimizes the learning environment.
Step 5: Focus classroom evaluation and assessment on the targeted areas of improvement.
Step 6: Implement the continuous assessment reporting process with emphasis on the targeted areas of improvement.
Step 7: Strengthen curriculum alignment to the standards and targeted areas of improvement.
Step 8: Focus strong leadership on reaching the targeted areas of improvement with continuous/ongoing feedback for teachers.
Step 9: Align organizational structure and resources to reach the targeted areas of improvement

Timeline: The implementation of the differentiated instruction, use of data analysis to develop instructional plans, and use of small group/one to one tutoring support no later than the end of the first quarter.

Responsible Party: Teachers /Principal/paraprofessionals/PD consultant

Evidence of Meeting Action Steps The progressive improvement on mini benchmark assessment for targeted areas, teacher lesson plans, student work, teacher made assessments, administrative feedback sheets, quarterly benchmark, AIMS results

BCS322

Budget: The allocation of funding for literature sets for the LA classroom with estimate of $ 600.00 and consultant cost to be determined.

Rationale: The AIMS 2010 Spring Reading results indicated the 7th graders scored 13% FFB and 27% approaching.
The AIMS 2010 Spring Reading results indicated the 8th graders scored 21% FFB and 43% approaching.

Strategy 2: All content areas will be using vocabulary building activities each day as part of content lesson instruction. This strategy will be integrated independently after bell work or during content reading in science, social studies and math.

Actions Steps:
Step 1: Focus professional development on vocabulary building that impacts the identified targeted areas of improvement.
Step 2: Increase meaningful involvement of parents, families, and the local community to support effective vocabulary strategy.
Step 3: Focus instruction on identifying the targeted vocabulary.
Step 4: Focus classroom evaluation and assessment on the teacher integration of the vocabulary building strategy.
Step 5: Strengthen curriculum alignment to the standards and targeted areas of improvement.
Step 6: Focus strong leadership on reaching the targeted areas of improvement with continuous/ongoing feedback for teachers.
Step 7: Align organizational structure and resources to reach the targeted areas of improvement

Timeline: The implementation of the differentiated instruction, use of data analysis to develop instructional plans, and use of small group/one to one tutoring support no later than the end of the first quarter.

Responsible Party: Content teachers/Administration/Paraprofessionals

Evidence of Meeting Action Steps: lesson plans, administrative feedback walk through sheets, Study Island mini benchmark assessment progress, quarterly benchmark, AIMS results

Budget: Consultant estimate cost for PD if needed to be determined.

BCS323

Rationale:
The AIMS 2010 Spring Reading results indicated the 7th graders scored 13% FFB and 27% approaching.
The AIMS 2010 Spring Reading results indicated the 8th graders scored 21% FFB and 43% approaching.

Strategy 3: The implementation of a school–wide assessment process to continuously monitor in 2 to 3 week intervals student individual achievement progress on targeted State objectives needing improvement.

Actions Steps:
Step 1: Focus professional development on the Study Island assessment tool and the teacher data analysis skills to interpret/plan instruction based on results to improve targeted objectives.
Step 2: Increase meaningful involvement of parents, families, and the local community to support effective reading strategies.
Step 3: Focus instruction on identified targeted areas of improvement.
Step 4: Build a school culture that optimizes the learning environment.
Step 5: Focus classroom evaluation and assessment on the targeted areas of improvement and use of data for instruction.
Step 6: Strengthen curriculum alignment to the standards and targeted areas of improvement.
Step 7: Focus strong leadership on reaching the targeted areas of improvement.
Step 8: Align organizational structure and resources to reach the targeted areas of improvement.

Timeline: The implementation of the assessment system no later than the end of the 1st quarter in 2010-11.

Responsible Party: teachers, principal, paraprofessionals, PD consultant

Evidence of Meeting Action Steps: Study Island assessment results of targeted areas for improvement every 2-3 weeks, principal feedback on progress, quarterly benchmark, AIMS results

Budget: Title I projected Study Island license for web based use estimate at $3,000.00. In addition, there would be an additional expense of Title I funds for 10 computers estimated at $7,000.00 for student to access.

BCS324

Rationale:
The AIMS 2010 Spring Reading results indicated the 7th graders scored 13% FFB and 27% approaching.
The AIMS 2010 Spring Reading results indicated the 8th graders scored 21% FFB and 43% approaching.

Strategy 4: The use of tutoring for the targeted areas of reading improvement based on the AIMS, benchmark and ongoing assessment results. This tutoring targeted area will be determined by the school leadership team including the LA teacher. This will occur after all content is presented which is during outdoor activities/elective periods. Students will be selected from the FFB/Approaching areas of reading assessment scores.

Actions Steps:
Step 1: Focus professional development on data analysis skills to tutoring to improve targeted objectives.
Step 2: Increase meaningful involvement of parents, families, and the local community to support effective reading strategies.
Step 3: Focus tutoring on identified targeted areas of improvement.
Step 4: Build a school culture that optimizes the learning environment.
Step 5: Focus tutors feed back on the targeted areas of improvement and use of data results.
Step 6: Strengthen curriculum alignment to the standards and targeted areas of improvement.
Step 7: Focus strong leadership on reaching the targeted areas of improvement.
Step 8: Align organizational structure and resources to reach the targeted areas of improvement.

Timeline: The implementation of the assessment system no later than the end of the 1st quarter in 2010-11.
Responsible Party: principal, volunteer tutors, paraprofessionals, teachers

Evidence of Meeting Action Steps: Study Island assessment results of targeted areas for improvement every 2-3 weeks, principal feedback on progress, quarterly benchmark, AIMS results

Budget: write grant for state tutoring funding, M&O for paraprofessionals

Rationale:
The AIMS 2010 Spring Reading results indicated the 7th graders scored 13% FFB and 27% approaching.
The AIMS 2010 Spring Reading results indicated the 8th graders scored 21% FFB and 43% approaching.

BCS325

READING ANNUAL BENCHMARK TARGETS: (percentage meets or exceeds)

Baseline	Year 2010/2011	Year 2011/2012	Target for Plan
36% (all grades mean)	10% increase	20% increase from baseline	10% increase to proficiency

BCS326

ALLSPORT PERFORMANCE MANAGEMENT PLAN

INDICATOR: Mathematics **DURATION OF THE PLAN: Begins: August, 2010 to May 2013**

MEASURE	METRIC	TARGET
AIMS/Study Island Assessment	Over 70% proficient school-wide by 2013	Goal 1: To increase the percentage of all school-wide grade students to meeting or exceeding the standards in math by 10% on the AIMS each year starting with Spring by 2011.

Strategy 1: The use of current math adoptions with additional professional development in curriculum alignment to the current state standards and best instructional practices to deliver the curriculum including differentiated instruction.

Actions Steps:
Step 1: Focus professional development on the identified targeted areas of improvement in math including differentiated instruction.
Step 2: Increase meaningful involvement of parents, families, and the local community to support effective math strategies.
Step 3: Focus instruction on identified targeted areas of improvement based on current baseline/Spring AIMS 2010.
Step 4: Build a school culture that optimizes the learning environment.
Step 5: Focus classroom evaluation and assessment on the targeted areas of improvement.
Step 6: Implement the continuous assessment reporting process with emphasis on the targeted areas of improvement.
Step 7: Strengthen curriculum alignment to the standards and targeted areas of improvement.
Step 8: Focus strong leadership on reaching the targeted areas of improvement with continuous/ongoing feedback for teachers.
Step 9: Align organizational structure and resources to reach the targeted areas of improvement

Timeline: The implementation of curriculum alignment to standards, the differentiated instruction, use of data analysis to develop instructional plans, and use of small group/one to one tutoring support no later then the end of the first quarter.

Responsible Party: Content teachers/Administration/Paraprofessionals/Consultants

BCS327

Evidence of Meeting Action Steps: Lesson plans, administrative feedback walk through sheets, Study Island mini benchmark assessment progress, quarterly benchmark, Spring AIMS results

Budget: Consultant estimate cost for PD to be determined.

Strategy 2: The use of 2 to 3 week assessments and data analysis for teacher collaboration Fridays to assess Math progress/plan for further instruction.

Actions Steps:
Step 1: Focus professional development on the identified targeted areas of improvement in math including differentiated instruction.
Step 2: Increase meaningful involvement of parents, families, and the local community to support effective math strategies.
Step 3: Focus instruction on identified targeted areas of improvement based on current baseline/Spring AIMS 2010.
Step 4: Build a school culture that optimizes the learning environment.
Step 5: Focus classroom evaluation and assessment on the targeted areas of improvement.
Step 6: Implement the continuous assessment reporting process with emphasis on the targeted areas of improvement.
Step 7: Strengthen curriculum alignment to the standards and targeted areas of improvement.
Step 8: Focus strong leadership on reaching the targeted areas of improvement with continuous/ongoing feedback for teachers.
Step 9: Align organizational structure and resources to reach the targeted areas of improvement

Timeline: The implementation of the differentiated instruction, use of data analysis to develop instructional plans, and use of small group/one to one tutoring support no later then the end of the first quarter.

Responsible Party: Content teachers/Administration/Paraprofessionals/Consultant as needed

Evidence of Meeting Action Steps: agenda for PD Fridays, lesson plans, administrative feedback walk through sheets, Study Island mini benchmark assessment progress, quarterly benchmark, AIMS results

Budget: Consultant estimate cost for PD to be determined.

Strategy 3: The use of tutoring for math students identified as FFB or Approaching after all teaching content delivered based on ongoing 2 to 3 week assessments.

BCS328

Actions Steps:
Step 1: Focus professional development for teacher/paraprofessional math content development on the identified targeted areas of improvement in math.
Step 2: Increase meaningful involvement of parents, families, and the local community to support effective math strategies.
Step 3: Focus instruction on identified targeted areas of improvement based on current baseline/Spring AIMS 2010.
Step 4: Build a school culture that optimizes the learning environment.
Step 5: Focus classroom evaluation and assessment on the targeted areas of improvement.
Step 6: Implement the continuous assessment reporting process with emphasis on the targeted areas of improvement.
Step 7: Strengthen curriculum alignment to the standards and targeted areas of improvement.
Step 8: Focus strong leadership on reaching the targeted areas of improvement with continuous/ongoing feedback for teachers.
Step 9: Align organizational structure and resources to reach the targeted areas of improvement

Timeline: The implementation of the differentiated instruction, use of data analysis to develop instructional plans, and use of small group/one to one tutoring support no later then the end of the first quarter.

Responsible Party: Content teachers/Administration/Paraprofessionals/Consultant as needed

Evidence of Meeting Action Steps: agenda for PD Fridays, lesson plans, administrative feedback walk through sheets, Study Island mini benchmark assessment progress, quarterly benchmark, AIMS results

Budget: Consultant estimate cost for PD to be determined / extra cost for paraprofessional from state tutoring grant

Strategy 4: Science and math will be using math vocabulary building activities each day as part of content lesson instruction. This strategy will be integrated independently after bell work or during content in science and math.

Actions Steps:
Step 1: Focus professional development on the identified targeted areas of improvement in math including differentiated instruction.
Step 2: Increase meaningful involvement of parents, families, and the local community to support effective math strategies.
Step 3: Focus instruction on identified targeted areas of improvement based on current baseline/Spring AIMS 2010.

BCS329

Step 4: Build a school culture that optimizes the learning environment.
Step 5: Focus classroom evaluation and assessment on the targeted areas of improvement.
Step 6: Implement the continuous assessment reporting process with emphasis on the targeted areas of improvement.
Step 7: Strengthen curriculum alignment to the standards and targeted areas of improvement.
Step 8: Focus strong leadership on reaching the targeted areas of improvement with continuous/ongoing feedback for teachers.
Step 9: Align organizational structure and resources to reach the targeted areas of improvement

Timeline: The implementation of the differentiated instruction, use of data analysis to develop instructional plans, and use of small group/one to one tutoring support no later then the end of the first quarter.

Responsible Party: Content teachers/Administration/Paraprofessionals

Evidence of Meeting Action Steps: agenda for PD Fridays, lesson plans, administrative feedback walk through sheets, Study Island mini benchmark assessment progress, quarterly benchmark, AIMS results

Budget: Consultant estimate cost for PD to be determined.

ANNUAL BENCHMARK TARGETS:

Baseline	Year 1 2010/2011	Year 2 2011/2012	Target for Plan
20% (all grades mean +/-)	10% increase	20% increase from baseline	10% increase to proficiency for each year

BCS330