2012-2013

Progress Monitoring of LEA/Charter Holder & Priority School(s) Implementation

Allsport Academy

EXH. 10

Arizona Department of Education
School Improvement and Intervention

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Priority School(s)

Name of School (s)	Principal	Phone	Email
Allsport Academy	Moses Montoya	520-237-0768	mmontoya@allsportacademy.org

Monitoring Dates:

Baseline: October 26, 2012	**Mid-Year:** March 7, 2013	**End of Year:** May 9, 2013

Monitoring Completed by:

John Black, Lisa Cogan and Scott Maxwell	John Black and Scott Maxwell	John Black, Lisa Cogan and Scott Maxwell

LEA/Charter Holder and School(s) Implementation of Priority Interventions

Stages of Implementation:

Exploration & Adoption	Program Installation	Initial Implementation	Full Implementation	Innovation	Sustainability
•Identify need for change •Learn about possible solutions •Learn about what it takes to implement effectively •Develop stakeholders •Decide to proceed	•Prepare for use of the practice or program •Establish the resources needed to use and implement the practice or program with fidelity and good outcomes for students	•Actively engage in learning how to do and support the doing of the practice or program •Begin to use practices taught in training	•Consistent implementation of practice or program by at least 75% of staff •Actively work to make full use of the practice or program as part of the organizations typical functioning •Integrate skillful use of a practice or program into the repertoire of staff •Routinely support and monitor implementation	•Advance knowledge and skills by evaluatingchanges in how teachers and others make use of a science-based intervention •Refine and expand both implementation practices and/or programs	•Support teachers and staff who are using a practice or program effectively •Consistently achieve •Continue to implement the practice or program effectively

Intervention 1	Strong, Effective Leadership		
LCIP/SCIP	Review LEA and school(s) strategies and action steps for *Intervention 1: Strong, Effective Leadership*. Rate the level of implementation for Baseline and End of Year.		
Exploration & Adoption	Program Installation	Initial Implementation	Full Implementation

Level of Implementation	Evidence/ Examples/ Artifacts of Implementation of LCIP/SCIP Strategies and Action Steps (Priority Interventions-Goal 0)	Next Steps for LEA/Charter and School
Baseline Solutions Team	• Site leadership acknowledges that all systems are not in place to support continuous school improvement at this time. • Site leadership's strength is in its commitment to improving all aspects of the school, including curriculum, instruction, as well as the school's climate and culture. • Site leadership has not created a formal, on-going process to provide instructional staff with appropriate curriculum and instructional materials. • Site leadership has not created a formal, on-going process to measure teacher performance. • Site leadership has not created a formal, on-going process to collect and disseminate assessment results. • Site leadership provides little support in developing frameworks to create and implement a learning community.	• Develop and use a classroom walk-through protocol to be used by school administration to improve instructional competencies and to document teacher effectiveness. This will require training on the part of administration and discussion with teachers about the protocol.
Mid Year	• School has adopted ADE's classroom walkthrough protocol; Principal visits classrooms at least twice a week; Principal meets once a week with teachers to discuss instructional strategies and ways to improve lessons; Principal has been focused on improving objectives and increasing student engagement. • Administration attended Mega conference (strategies for teaching). • Intervention specialist puts on PDs for staff on data analysis, intervention strategies, classroom management; he mentors the Principal on curriculum mapping, lesson planning, and how to conduct classroom observations.	• Continue to use a classroom observation protocol to improve teachers' instruction by having a follow-up with teachers regarding the four areas selected to focus on within the protocol: Classroom Atmosphere, Objective for Learning, Student Engagement, and Student Behavior/Practice. • Next in-house PD will be on quantifying objectives. • Principal will be attending the AZLEADS Instructional Leadership Boot Camp in May; leadership will also explore other trainings, particularly training on using technology in the classroom. • Hire a full-time Principal.
End-of-year	• School leadership conducts classroom observations using the ADE/SII protocol. Feedback on observations is provided to teachers each week to improve teachers' instruction in the 4 essential areas of observations: Classroom Atmosphere, Objective for Learning, Student Engagement, and Student	• **The school will hire an experienced full-time Principal for SY 2013-14.** • By the start of SY 2013-2014, leadership will refine the classroom walkthrough protocol and teacher feedback process.

	Behavior/Practice. • Principal attended the AZLEADS Instructional Leadership Boot Camp in May and as a result, he has refined the school's walkthrough protocol. • School leadership has worked with teachers on establishing a percentage as part of their objective for learning for each lesson.	

Intervention 2	Effective Teachers
LCIP/SCIP	Review LEA and school(s) strategies and action steps for *Intervention 2: Effective Teachers*. Rate the level of implementation for Baseline and End of Year.

Exploration & Adoption	Program Installation	Initial Implementation	Full Implementation

Level of Implementation	Evidence/ Examples/ Artifacts of Implementation of LCIP/SCIP Strategies and Action Steps (Priority Interventions-Goal 0)	Next Steps for LEA/Charter and School
Baseline Solutions Team	• There is evidence that teachers maintain positive relationships with students. • Teachers expressed a willingness to increase skills and learn more effective and efficient teaching strategies to make a positive impact on student achievement. • There is limited evidence that teachers use varying instructional strategies to engage students in learning. • Evidence indicates that teachers have not examined student data on a consistent basis to identify target populations needing interventions. • Teachers rarely participate in job-embedded professional development to update their content knowledge and/or professional practices.	• Establish job-embedded PD based on teachers' needs. Their needs will be determined by the use of a teacher evaluation system that meets the new state requirements for teacher evaluation. Once the needs are determined, contract with one of the many outside consultants that specialize in Professional Development for educators. • Schedule regular meetings to discuss student achievement data and develop plans to meet student needs. Using data from benchmarks is critical to developing plans to enhance instruction. This data will be available with the adoption of a benchmarking system.
Mid Year	• During Tuesday staff meetings the school has focused on using data to steer instruction, as well as how to address classroom management issues. • Instructional coach put on two PDs that supported teachers in examining test results from benchmarks on STAR Math and AIMS Practice test for reading. • Science teacher was sent to a science PD on Common Core; Para-pros went to a reading conference.	• Schedule three PD visits from instructional coach focused on (1) writing measurable objectives, (2) data analysis, and (3) classroom management and instructional strategies.
End-of-year	• The school has adopted a teacher evaluation system that is aligned with the state's new evaluation system requirements; this protocol has been implemented. • School has established job-embedded PD (e.g., data analysis and differentiated instruction) based on teacher needs as determined by classroom walkthroughs. This PD was designed and facilitated in collaboration with an external consultant.	• **The staff at the school will undergo a restructuring process for SY 2013-14.** The school has initiated the recruitment process to fill teaching positions for next year. • **School will implement the "4 reflective questions" as part of the observation process in order to facilitate more structured dialogue with teachers about effectiveness of lessons observed.** • By the start of SY 2013-2014, the school will develop a process for establishing growth plans for each teacher.

Intervention 3	Additional Instructional Time		
LCIP/SCIP	Review LEA and school(s) strategies and action steps for *Intervention 3: Additional Instructional Time*. Rate the level of implementation for Baseline and End of Year.		
Exploration & Adoption	Program Installation	Initial Implementation	Full Implementation

Level of Implementation	Evidence/ Examples/ Artifacts of Implementation of LCIP/SCIP Strategies and Action Steps (Priority Interventions-Goal 0)	Next Steps for LEA/Charter and School
Baseline Solutions Team	• The school's ELL teacher works with content-area teachers throughout the day to expand student supports. • School lacks a consistent plan for specific interventions for individual, small group reading or math support, and/or differentiation for each specific grade level. • Evidence shows that the current daily schedule limits instructional time. • The content and structure of the school's tutoring and intervention programs are not well established.	• Increase instructional time and limit PE time. In order to increase student achievement, students should be involved in academic classes with PE limited to approximately 30 minutes per day.
Mid Year	• Students are now limited to one hour of PE per day. • Students are now enrolled in Reading or Math intervention programs. Interventions are based on data and are targeted towards students' needs. • Teachers are now giving homework assignments, as opposed to having students complete homework during intervention time.	• Improve computer lab program to use as a reading and writing enrichment program. • Increase academic learning in all intervention programs. • School will look to implement a summer school program. • Saturday school will be implemented to address absences and missing instructional time.
End-of-year	• The school has identified their bottom quartile students; these students receive a pull-out intervention during PE. These interventions include the use of two educational programs, Study Island and STAR Math.	• School will build interventions (pull-out program) into the academic schedule for SY 2013-14 (due prior to start of SY 2013-14).

Intervention 4	Strengthen Instructional Program Based on Student Needs		
LCIP/SCIP	Review LEA and school(s) strategies and action steps for *Intervention 4: Strengthen Instructional Program Based on Student Needs*. Rate the level of implementation for Baseline and End of Year.		
Exploration & Adoption	Program Installation	Initial Implementation	Full Implementation

Level of Implementation	Evidence/ Examples/ Artifacts of Implementation of LCIP/SCIP Strategies and Action Steps (Priority Interventions-Goal 0)	Next Steps for LEA/Charter and School
Baseline Solutions Team	• SPED teacher ensures that students with disabilities receive appropriate accommodations, modifications, and supports in accordance with their IEPs. • Limited to no evidence of a cohesive instructional program that includes a standards-based curriculum, the use of data, or appropriate instructional delivery which is differentiated to meet individual student needs. • The school does not have policies and procedures in place to ensure school leadership and instructional teams examine student work for evidence that instruction is aligned to state standards.	• Develop curriculum maps and a benchmarking system aligned to the Arizona Common Core. Curriculum maps will lay out a course of study for teachers and students. Benchmarking systems can be purchased that will guide teachers in their instruction to ensure students are successful.
Mid Year	• Students were administered a Reading benchmark assessment (AIMS Practice) in August, December and February. • Students were administered Math benchmark assessment (STAR Math) in August, December and February.	• Explore, adopt and revise curriculum maps from other districts that fit the needs of Allsport Academy. • Send leadership and teachers to PDs on Common Core. • Prepare to implement Reading and Math benchmark assessment using Study Island for 2013-2014 school year. Work with Study Island to see if Reading and Math assessments are aligned to Common Core.
End-of-year	• The school has reviewed various curriculum programs and decided to purchase *Beyond Textbooks*.	• The school has decided to purchase *Beyond Textbooks* (BT); BT will provide training to teachers this summer (tentatively scheduled for July). **Purchase and Implementation for BT is currently pending school board approval; however, implementation is anticipated in the SY 2013-14 (due prior to start of SY 2013-14).** • School is registered for the AZ LEADS Common Core training in Tucson in June.

Intervention 5	Data Informs Instruction	
LCIP/SCIP	Review LEA and school(s) strategies and action steps for *Intervention 5: Data Informs Instruction*. Rate the level of implementation for Baseline and End of Year.	
Exploration & Adoption	Program Installation	Initial Implementation / Full Implementation
Level of Implementation	**Evidence/ Examples/ Artifacts of Implementation of LCIP/SCIP Strategies and Action Steps (Priority Interventions-Goal 0)**	**Next Steps for LEA/Charter and School**
Baseline Solutions Team	• School administered a diagnostic test to all students at the beginning of the year to determine their mastery of math skills. • Teachers and site leadership are familiar with the school's demographic data. • Allsport Academy does not have a framework for collecting, storing, accessing, and disseminating school and student-level data. • No evidence demonstrating the use of continuous formative assessments to make decisions about curriculum and instructional planning. • School does not have a benchmarking system in place.	
Mid Year	• School has implemented a Reading and Math benchmarking system. • Teachers are now more familiar with student academic data and use it to steer instruction and group students for interventions.	• Review 3rd Quarter data with staff next week and have teachers talk about how they are using the data to steer instruction in their class. • Break down Math data according to standards. • Schedule a review of data for every quarter for next year; calendar the review of data for SY2013-2014.
End-of-year	• External provider and school leadership facilitated data analysis training with teachers. • The school has developed their assessment calendar and schedule for teacher data analysis for SY 2013-14.	• **The school will purchase a license with ATI/Galileo as the school's assessment system for SY 2013-14.** • The school has scheduled a time (June 17-19th) for teachers to review AIMS data and prepare reports for parents. • The school will create data profiles for students for SY 2013-14.

Intervention 6	School Environment	
LCIP/SCIP	Review LEA and school(s) strategies and action steps for *Intervention 6: School Environment*. Rate the level of implementation for Baseline and End of Year.	
Exploration & Adoption	Program Installation	Initial Implementation	Full Implementation
Level of Implementation	**Evidence/ Examples/ Artifacts of Implementation of LCIP/SCIP Strategies and Action Steps (Priority Interventions-Goal 0)**	**Next Steps for LEA/Charter and School**
Baseline Solutions Team	• School strives to teach students a paradigm of success that will serve them in sports, academics, and in their personal lives. • There is little or no evidence that site leaders, teachers and staff promote high expectations of students and recognize and accept their professional role in student success and failure. • There is little or no evidence that the school has implemented any positive behavioral interventions or supports for students.	
Mid Year	• School regularly conducts staff meetings on ways to improve classroom management skills.	• Administration will explore ways to create a system to track behavior data to improve the school environment.
End-of-year	• The school administration is collecting teacher referrals and monitoring the number of referrals from each teacher and for each student. Data is being recorded and tracked by the school's student counselor.	• Continue to collect teacher referrals and monitor the number of referrals from each teacher and for each student. Use that information to make decision that will positively impact the school's climate and culture. • Prior to the start of SY 2013-2014, the school will put together a complete matrix for infractions and rewards.

Intervention 7	Engaging Families and Communities		
LCIP/SCIP	Review LEA and school(s) strategies and action steps for *Intervention 7: Engaging Families and Communities*. Rate the level of implementation for Baseline and End of Year.		
Exploration & Adoption	Program Installation	Initial Implementation	Full Implementation

Level of Implementation	Evidence/ Examples/ Artifacts of Implementation of LCIP/SCIP Strategies and Action Steps (Priority Interventions-Goal 0)	Next Steps for LEA/Charter and School
Baseline Solutions Team	• School has demonstrated communication strategies that are culturally and linguistically appropriate. • School has established a community/parent liaison position. • Limited evidence to suggest that parents receive specific information regarding academic expectations/standards taught on a quarterly basis for each grade level.	
Mid Year	• Teachers are encouraged to call home and log calls. • School has designated a Para-professional as a parent liaison.	• Teachers will be expected to continue calling students' parents regarding academic and attendance issues. • School has scheduled an Open House in May to engage the surrounding community. • An awards night in May will celebrate student achievement in several areas, including academics, athletics and attendance. • School is exploring ways to collaborate with the church on parenting and ESL issues.
End-of-year	• Teachers continue to call students' parents regarding academic and attendance issues; in some cases, the school leadership calls when warranted. The student liaison contacts parents of Spanish-speaking families. • The school will hold an awards night in May to celebrate student achievement in several areas (academics, athletics and attendance). • The school provides transportation to parents to attend games and school events. • The school has provided parents with information regarding classes available through the adjacent church.	• The school will continue to collaborate with the church. • The school is considering which community events to add to their school calendar for SY 2013-14 (potential to increase form 4 annual events to 5).

Summary of Focus Interviews	
Baseline (Solutions Team)	**Leadership Focus Group:** • Allsport Academy does not have a formal process to observe and evaluate teacher effectiveness. Interviews indicate that school/district leadership recognizes the need to design and utilize a teacher observation tool to provide instructional feedback and prescribe staff development. • School/district leadership has not provided instructional staff with appropriate curriculum and instructional materials. School/district leadership has also not provided instructional staff with professional development necessary to effectively use resources that are available. • Interviews and documentation indicate that school/district leadership provides little support in developing frameworks to create and implement a learning community. The leadership team conducts weekly staff meetings; however, interviews show that meetings are not targeted toward addressing school needs. **Teacher Focus Group:** • Teacher interviews show that school/district leadership welcomes staff input during school meetings. Teachers express feeling free to discuss areas of concern, as well as feel comfortable offering ideas on how to improve the school; on the other hand, teachers state that their advice is rarely acted upon. • Interviews indicate that the Assistant Principal deals with student disciplinary issues, while Principal oversees transporting students and various executive decisions. Interviews indicate that non-leadership staff had limited input in conducting the school's needs assessment and designing its improvement plan. **Student Focus Group:** • Student focus groups garnered little to no valuable information. Students either did not take the process seriously or were observably coached by the administration on what to say.
Mid Year	**Teacher Focus Group:** • Teachers state that improving student discipline is a top priority of the school. Instructional time is often lost because so much time and energy is channeled toward addressing disciplinary issues. At the beginning of the year, teachers didn't have anything in place to support a positive learning environment for students. Now, however, teachers report that the school has worked to address this issue: classroom expectations are maintained by teachers; teachers are encouraged to call home on a regular basis; teachers can use Para-professionals to support students' behavioral issues; and field trips are used as an incentive to reinforce good behavior. • Teachers report that the school is now using data to steer instruction. Previously, teachers admit that the school did not use student academic data in any meaningful way. Teachers now have benchmark data to map out what performance objectives need to be taught. Teachers say that they are now able to identify and address students' gaps in learning. • Teachers receive feedback on their instructional methods from the Principal; however, several teachers state that they do not receive constructive feedback that can be used to improve their teaching skills; instead, teachers characterize the feedback they do receive as "praise, not feedback." • Allsport Academy staff cites several barriers that could prevent the school from improving academic performance. Most notably, teachers request more resources, particularly technology, to address students' academic needs. Also, one teacher states that the school should have a trained guidance counselor to address the varying social and emotional needs of Allsport Academy students.
End-of-year	**Teacher Focus Group:** • Teachers report that the transportation system for students has improved dramatically. As a result, the school has been able to maximize

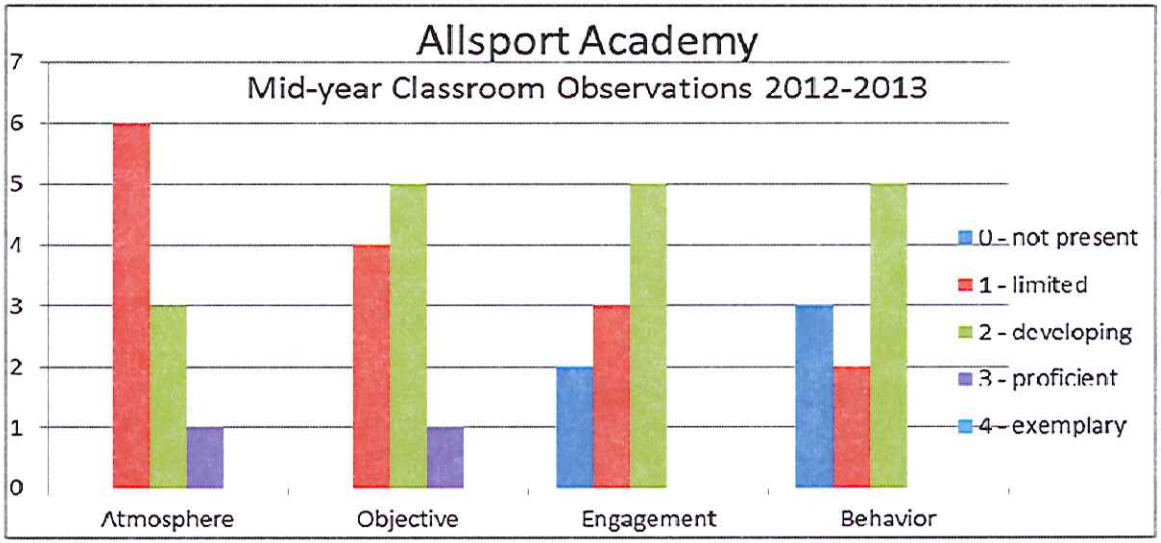
	instructional time for students. Also, since some of the paraprofessionals help transporting students, they now have more time to support teachers and work directly with students. To that point, teachers state that the increased collaboration between teachers and paraprofessionals has had a positive impact on student academic performance. • Since the last ADE visit, teachers state that several positive changes have taken place. Foremost, teachers say that the daily meetings that leadership has implemented have been very useful. These meeting cover "housekeeping" issues, as well as a review of the weekly school, teacher and student goals. • Although the morning briefings are useful, teachers feel that communication between all stakeholders needs to be improved across the board. Teachers suggest that "relationship building" could improve the culture of the school. Staff in both interviews agreed that having consistent protocols would be beneficial for the climate and culture of the school, as well as facilitate better collaboration. • Teachers would like to have more specific feedback on different ways to improve their instructional practice. The consensus is that coaching and feedback, as well as structures and supports, that would help teachers improve their instructional practice has improved, but is still in the developing stage. • Staff requests that the school improve its protocol for handling student discipline. They express confusion over who to call – or ask for help – with regards to student needs as they arise (i.e., behavior issues, illness, etc.). Plus teachers do not have a school phone to make contact with administration in such a situation.

Summary of Classroom Observations	
Baseline (Solutions Team)	• Classroom observations reveal that the majority of teachers had posted objectives in student friendly language, as well as had student work and posters displayed. • Classroom observations reveal that teacher/student interactions are respectful; however, there was limited meaningful interaction observed between teachers and students. The school's Science teacher was the only staff member observed engaging students in a meaningful discussion. Classroom observations reveal little evidence of students being cognitively engaged. • Teachers do not use varying instructional strategies to engage students in learning. During classroom walkthroughs, 5 out of 8 lessons observed involved students watching a movie with no accompanying activity or discussion.
Mid Year	• Allsport Academy instructional leadership and ADE staff conducted classroom walkthroughs, focusing on four essential areas of observation: Classroom Atmosphere, Objective for Learning, Student Engagement, and Student Behavior/Practice. • All teachers posted learning objectives, and several teachers created lessons that were rigorous and aligned to the objective. • Although most teachers had well-conceived lessons, they struggled to implement the plans in such a way that cognitively engaged all students. Observations reveal that teachers still need to develop varying instructional methods, including questioning and discussion techniques, in order to involve students in the learning of the content. Also, there was limited evidence that teachers monitored and adjusted instruction based upon student needs. • See Appendix A for a statistical summary of the proficiency level of teachers in the four instructional strategies selected to observe by site leadership.
End-of-year	• School Director and ADE staff conducted classroom walkthroughs, focusing on four essential areas of observation: Classroom Atmosphere, Objective for Learning, Student Engagement, and Student Behavior/Practice. • Classroom observations show that teachers made modest strides in improving their instructional practice since the last ADE visit. Based upon the classroom observation protocol, teachers showed growth in all four areas observed. • Observations reveal that teachers are much more proficient at creating a classroom atmosphere that reflects a culture for learning and

	high expectations for all students. In fact, Classroom Atmosphere was given a growth rating of proficient or exemplary in 60% of lessons observed – an improvement from the mid-year observations, which showed only 10% of Classroom Atmospheres as being proficient or better. • Classroom observations also reveal that leadership should continue to work with staff to help them develop strategies to improve student-to-student engagement. • See Appendix B for a statistical summary of the proficiency level of teachers in the four instructional strategies selected to observe by site leadership.

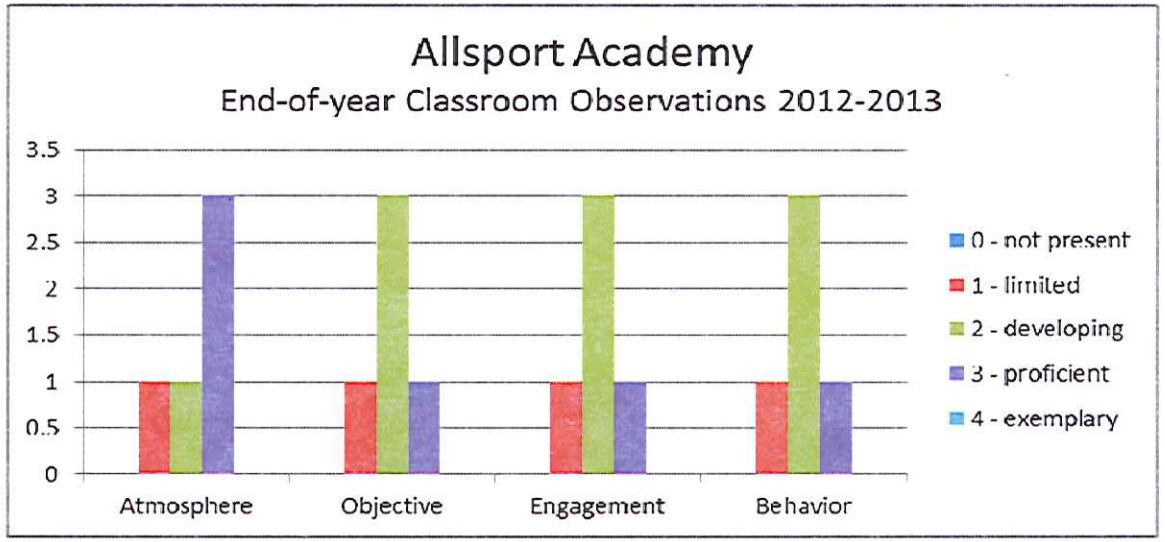
Summary of LEA/Charter and School Visit	
Baseline (Solutions Team)	• Documentation and interviews indicate that the district/school leadership is beginning the process of setting up organizational structures to sustain continuous school improvement. • The school is in the process of implementing its Continuous Improvement Plan, focusing primarily on the following interventions: Effective Leadership, Teacher Effectiveness, Additional Instructional Time, Strengthen Instructional Program Based on Student Needs and Data Informs Instruction.
Mid Year	• Allsport Academy has made strides in improving some elements of the school, including: (i) the site principal has taken on more operational responsibility in order to be an instructional leader on campus; (ii) school has started to implement a classroom walkthrough protocol that includes follow-up and teacher support; (iii) teachers are beginning to use data to steer instruction; and (iv) the school has worked to shift its primary focus onto student academic achievement. • Allsport Academy needs to continue to dedicate available resources to improve several facets of the school, including: (i) use observation protocol as a tool to dialogue with teachers about ways to improve their instructional methods; (ii) structure intervention programs to ensure that they meet student needs based on the results of benchmark tests and regular classroom work; (iii) design and implement curriculum maps; and (iv) establish job-embedded PD based on teacher needs. • The school has established concrete next steps to implement before the final PMI visit for the following intervention indicators: Effective Leadership, Teacher Effectiveness, Additional Instructional Time, Strengthen Instructional Program Based on Student Needs, Data Informs Instruction, School Environment, and Engaging Families and Communities.
End-of-year	• Allsport Academy has made strides in improving elements of the school, including: (i) site leadership has conducted classroom observations and started the process of having an instructional dialogue with teachers based upon the observations; (ii) the school has adopted a teacher evaluation system that is aligned with the state's new evaluation system requirements; (iii) school has established job-embedded PD based on teacher needs as determined by classroom walkthroughs; (iv) the school now provides interventions for its bottom quartile; and (v) the school has reviewed various curriculum programs and decided to purchase *Beyond Textbooks*. • Classroom observations show that teachers made modest strides in improving their instructional practice since the last ADE visit. Based upon the classroom observation protocol, teachers showed growth in all four areas observed. • **Allsport Academy needs to continue to dedicate available resources to improve several facets of the school, including: (i) hire a full-time experienced Principal for SY 2013-14; (ii) restructure teaching staff for SY 2013-2014; (iii) purchase and implement the *Beyond Textbooks* educational program; (iv) implement the "4 reflective questions" as part of the observation process in order to facilitate more structured dialogue with teachers about effectiveness of lesson observed; and (v) purchase and implement ATI/Galileo as the school's assessment system for SY 2013-14.**

Appendix A:



			Atmosphere	Objective	Engagement	Behavior
		Average	1.50	1.70	1.30	1.20
Percentage of Observations Proficient			10.00%	10.00%	0.00%	0.00%
Number of Observations Proficient			1	1	0	0
			Atmosphere	Objective	Engagement	Behavior
		0 - not present	0	0	2	3
		1 - limited	6	4	3	2
		2 - developing	3	5	5	5
		3 - proficient	1	1	0	0
		4 - exemplary	0	0	0	0
	Number lessons observed:		10	10	10	10

Appendix B:



			Atmosphere	Objective	Engagement	Behavior
		Average	2.40	2.00	2.00	2.00
Percentage of Observations Proficient			60.00%	20.00%	20.00%	20.00%
Number of Observations Proficient			3	1	1	1
			Atmosphere	Objective	Engagement	Behavior
		0 - not present	0	0	0	0
		1 - limited	1	1	1	1
		2 - developing	1	3	3	3
		3 - proficient	3	1	1	1
		4 - exemplary	0	0	0	0
	Number lessons observed:		5	5	5	5