<p align="center">**Catalina High School**</p>
<p align="center">**STUDENT ACHIEVEMENT ACTION PLAN SY2021-22**</p>
<p align="center">**Principal:** Melissa Hall</p>
<p align="center">**Arroyo Chico Region 3, Regional Superintendent:** Richard Sanchez</p>

I.   SCHOOL PROFILE

Vision and Mission: The mission of the Catalina High School Community is to provide rigorous instruction in an environment that celebrates our diverse population and promotes individual growth. Our curriculum ensures that we will provide the skills and learning opportunities to become productive members of society.

Core Values:

The Trojan Way

1.   We will create an environment which supports engagement in rigorous learning and academic success while providing differentiated instruction to meet student needs.

2.   We will promote cultural understanding in order to encourage a positive, inclusive environment that fosters learning.

3.   We will model behaviors we expect from our students such as respect, kindness, responsibility, teamwork and integrity.

4.   We will create a safe and positive learning environment that allows students to engage in rigorous learning experiences we develop.

5.   We will develop communication that supports emotional, social, civic and academic development among students, parents, staff and faculty.

Student Profile:

White	African American	Hispanic	Native American	Asian American	Multi-Racial	Total Number of Students
102	89	269	15	26	23	524
English Language Learners	**Exceptional Education Students**					
85	121					

3 Years of AzMERIT Percent Proficiency by Grade

3 Years of AzMERIT Math Percent Proficiency by Grade

	2017 Alg I	2017 Geom	2017 Alg II	2018 Alg I	2018 Geom	2018 Alg II
State Avg	39%	34%	34%	39%	37%	34%
District Avg	29%	22%	17%	29%	27%	22%
Catalina	7%	8%	11%	9%	13%	16%

3 Years of AzMERIT ELA Percent Proficiency by Grade

	2017 Gr. 9	2017 Gr. 10	2017 Gr. 11	2018 Gr. 9	2018 Gr. 10	2018 Gr. 11
State Avg	36%	31%	26%	41%	33%	29%
District Avg	26%	24%	21%	31%	28%	26%
Catalina	5%	11%	8%	18%	10%	17%

2018-19 ACT Scores broken out by USP Ethnicity for Catalina High School

Average Scale Scores by USP Ethnicity

Ethnicity (USP)	Composite	English	Math	Reading	Science
African American	15.32	13.68	15.20	15.92	16.04
Asian American	13.92	11.33	14.75	12.83	16.25
Hispanic	15.65	14.14	15.82	16.09	15.97
Multiracial	14.60	12.80	15.20	14.80	15.40
Native American	17.43	15.86	16.57	21.14	15.86
White/Anglo	16.69	15.17	16.71	17.46	16.71
Total	**15.73**	**14.12**	**15.85**	**16.27**	**16.12**

A. GAPS IN STUDENT OUTCOMES

Based on data analysis, Catalina High School has identified the following gaps in areas of student outcomes. For each, Catalina High School provided a description of the gaps, including the desired state, the current reality, and an explanation of the identified gaps.

Data Source: IXL data, AZMERIT 18 SY

1. English Language Arts – ELA and Math

<u>Current Reality:</u>

- Alg 1 achievement for all students is at 9% (Proficient or Highly Proficient) in comparison to the State average of 39%.
- Geom achievement for all students is at 13% (Proficient or Highly Proficient) in comparison to the State average of 37%
- Alg II achievement for all students is at 16% (Proficient or Highly Proficient) in comparison to the State average 34%
- 9th Grade ELA achievement for all students is at 18% (Proficient or Highly Proficient) in comparison to the State average 41%
- 10th Grade ELA achievement for all students is at 10% (Proficient or Highly Proficient) in comparison to the State average 33%
- 11th Grade ELA achievement for all students is at 17% (Proficient or Highly Proficient) in comparison to the State average 29%

Data Source: IXL data, 2018-2019 ACT

<u>Current Reality:</u>

- **Math**
  - Overall low mastery for all subgroups (Exceptional Education, ELL, African American).
- **ELA**
  - Overall low mastery for all subgroups (Exceptional Education, ELL, African American).

- **Teacher Retention**
  - In school year 21-22 we have 1 new math teacher and zero new English Teachers. We have one Math co-teacher who is a long term sub and one ELA co-teacher who is a long term sub. In school year 20-21 we have 3 new math and 3 new ELA as well as 2 new co-teachers in math and ELA. In school year 19-20 we had 4 new math teachers and 3 new ELA teachers. Catalina has a total of 5 Math teachers + 2 Co-Teachers and Total of 5 ELA Teachers + 2 Co-Teachers

Gap:

- **Math**
  - The average gap of African American students compared to their peers is a little over 8% over the average of the 3 benchmarks in algebra.
  - The gap between African American and White students on the ACT in Math is 1.51
  - The gap between Hispanic and White students on the ACT in Math is .89

- **ELA**
  - There is a significant gap (24%) in mastery of our Exceptional Education students with their peers in 9th grade ELA. There is a significant gap in mastery of our Exceptional Education Students (19%) and our African American Students (11%) with their peers in 10th grade ELA.
  - The gap between African American and White students on the ACT in Reading is 1.54 and in English is 1.49
  - The gap between Hispanic and White students on the ACT in Reading is 1.37and in English is 1.03

- **Teacher Retention**
  - We have a significant gap in how long our core content teachers remain at Catalina. On average we get 1-2 years and then they go to another school. We would prefer to keep them for 5 years.

Desired State:

- **Math**
  - Increase math achievement as reflected on IXL platform for all students by 100 or more points or one grade level per year over the next three years.
    - Close the achievement gap for African American and Exceptional Education Students
- **ELA**
  - Increase ELA achievement as reflected on IXL platform for all students by 100 or more points or one grade level per year over the next three years.
    - Close the achievement gap for African American and Exceptional Education Students

Catalina HS wants to eliminate gaps between racial and ethnic groups within the next 10 years.

- **Teacher Retention**
  - Retain teachers in core content areas (specifically math & ELA) for 3-5 years to establish consistency in approaches as well as build off of professional development training from year to year.

B. SMART Improvement Goals

Based on gaps identified in section A, above, Catalina High School developed SMART improvement goals designed to move Catalina High School students from the current reality to the desired state.

1. *Math Improvement Goal:*

   Increase math achievement as reflected on IXL platform for all students by 100 or more points or one grade level per year over the next three years.

2. ***ELA Improvement Goal:***

   Increase ELA achievement as reflected on IXL platform for all students by 100 or more points or one grade level per year over the next three years.

3. ***Teacher Retention Improvement Goal:***

   Catalina High School will retain teachers in math and ELA content areas for 3 to 5 years from the 2020-2021 school year to the 2023-2024 school year.

C. MOST EFFECTIVE AND FEASIBLE EVIDENCE-BASED STRATEGIES

After analyzing gaps and goals, Catalina High School reviewed multiple evidence-based strategies and assessed each for potential for effectiveness and feasibility. Achievement of the goals from section B, above, will be supported by the most effective and feasible evidence-based strategies, below.

1. ***ELA Improvement Goal:***
   Strategy 1a: Teachers will use CTT (Collaborative Teacher Team) time to create common formative assessment plans and analyze data from the assessments.

   Strategy 1b: Teachers will use CTT (Collaborative Teacher Team) time to review the scope and sequence to map out their curriculum for each quarter.

2. ***Math Improvement Goal:***
   Strategy 2a: Teachers will use CTT (Collaborative Teacher Time) to create common formative assessment to analyze data and Map our sequence on curriculum maps

   Strategy 2b: Teachers will use CTT (Collaborative Teacher Team) time to review the scope and sequence to map out their curriculum for each quarter.

Strategy 2c: Schoolwide strategies for math will include AVID tutorials, previous benchmark materials for bell work and ACT practice tests for bell work.

Strategy 2d: Conference period intervention for targeted students based on assessment and teacher data Pending pandemic, after school intervention for targeted students based on assessment and teacher data. Primary focus for Algebra students

3. *Other Improvement Goal:*
   Strategy 3a: Climate and Culture will focus on celebrating the positives.

   Strategy 3b: Support teachers with discipline issues in the classroom and better systems for handling issues.

D. ACTION STEPS TO IMPLEMENT & MONITOR STRATEGIES

Below are detailed implementation and monitoring tasks for each evidence-based strategy, including persons responsible, timelines, and needed resources.

1. *ELA and Math Improvement Goal:*

Strategy 1a and 2a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Training Teachers on the CTT Process	CSPs	Starting in September	
SchoolCity Training	CSPs	Starting in September	
Data Dig	Teachers	Starting in September	
Student Data Talks	Teachers and students	Starting in September	

Create questions to match the identified standards	CSP	September	Data from Benchmarks
AVID teachers use the questions for Tutorials	AVID Teachers and Tutors	September	Questions, Tutors, and TRFs
Identify the benchmark questions to be used in bell work	Math Teachers	September	Past benchmark exam questions
Identify ACT practice questions to be used in bell work	Math Teachers	September	Past ACT exam questions
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Monitor training during CTT	CSPs/Administrators	Throughout the Year	
Review Common Assessments	CSPs/Administrators	Throughout the Year	

Strategy 1b and 2b:

Tasks to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Curriculum Map Development	Teachers	Starting in August	Scope and Sequence and Curriculum Maps
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Review Curriculum Map	CSPS/Administrators/District Curriculum Dept	Throughout Year as adjustments are made	

2. Math Improvement Goal:

Strategy 2c:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
AVID teachers train all teachers on AVID strategies	AVID Teachers	September	
Departments select AVID strategy	Department Heads	September	
CTT utilized to share best practices of strategy	CSPS	Throughout the Year	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Monitor Department AVID strategy reflection and sharing of best practices to improve throughout year	CSPs/Administrators	Throughout the Year	

Strategy 2d:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Identify students at Risk	MTSS Team	October	Benchmark 1 data & On Track Data
Developing System for Students to be Assigned for	Instructional Council	October	

Interventions (during conference or after school)			
Identify tutors (conference period) and instructors (after school)	Administrators	Throughout the Year	
Tasks to Monitor, Assess, and Adjust	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**
Student attendance in interventions and strategies used	CSPs/Administrators	Throughout the Year	

3. Teacher Retention Goal:

Strategy 3a:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Collect celebrations to acknowledge	**Administrators/CSPs**	**September**	
Include shout outs in weekly bulletin	**Principal**	**September**	
Include celebrations during Wednesday PD	**Administrators**	**September**	

Strategy 3b:

Tasks to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed
Develop a Discipline Committee	**Administrators**	**September/October**	
Develop a clear and concise referral process	**Administrators**	**September/October**	
Administration Visibility	**Administrators**	**Throughout the Year**	