

**2022-2023 Tucson Unified School District Student Achievement Action Plan  
Improvement**

**Principal:** Dr. Norma Gonzalez

**School:** Catalina High School

**Region:** Arroyo Chico/3

**Date Plan Revised:** 7.20.22

**Planning Team:**

Name	Position	Name	Position
Dr. Norma Gonzalez	Principal	Dr. Rosario Hutchings	AVID Co-Coordinator
Dr. Kelly Bristow	Assistant Principal	Sam Rolfe	PE Department Chair/ Principal Intern
Wendy McFeely	ELD Coordinator	Jennifer O'Dell	Science Department Chair/Teacher

**Sign Off:**

Position	Name	Signature	Date
Principal	Norma Gonzalez	<u><i>Norma Gonzalez</i></u> <small>Norma Gonzalez (Sep 15, 2022 11:52 PDT)</small>	Sep 15, 2022
Regional Superintendent	Richard Sanchez	<u><i>Richard H. Sanchez</i></u> <small>Richard H. Sanchez (Sep 15, 2022 12:44 PDT)</small>	Sep 15, 2022

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## I. School Profile

### A. Mission

The mission of Catalina High School is to provide rigorous instruction in an environment that celebrates our diverse population, promotes individual growth and prepares students for post-secondary success.

### B. School Summary

Catalina High School is a small school that feels like a blended family. We have a current student enrollment of 620 with 48 teachers, 8 certified support staff and 13 teaching assistants. Our student population represents approximately 36 different nationalities and we have a robust English Language Development (ELD) program with 145 students receiving support. Catalina has 130 students in our Exceptional Education program (ExEd) with individualized education plans (IEP), 32 of whom are in self-contained classrooms with trained teachers and teacher assistants. All of our ELD and non-self-contained ExEd students are fully integrated into the school, attending regular education classes for at least half of the day with our general education students.

Catalina may be a small school, but we have many support structures and programs in place to help our students through their high school journey. Catalina is a Title I school with 100% free breakfast and lunch for our students. We are fortunate to have three full-time licensed guidance counselors, one of whom is designated as our college and career counselor. We also have a full-time coordinator for our Multi-Tiered System of Support and Positive Behavior Interventions and Supports programs. We are an AVID school-wide site, which means we promote and support Advancement Via Individual Determination (AVID) to close the opportunity gap in college graduation rates among diverse and underrepresented demographic groups. We have a Student Success Center on campus that is run by a full-time drop-out prevention specialist. The center provides social services and resources for all students and their families; all resources are provided or funded by donations from community organizations or individuals.

Catalina does have a few challenges. Being a small school, we are able to offer our students interesting elective courses, but our options are limited. A few of our elective options to note are: Career and Technical Education courses (CTE), student government, world language and art. Our CTE courses are well known throughout the district, with our culinary program being the largest and most successful among the Tucson Unified School District high schools. Our student government class promotes student leadership, as these are the students who are on Student Council and are responsible for many of the student activities on campus, including pep rallies, dances, spirit weeks, etc. Our World Language Department offers a comprehensive curriculum in Spanish for both new learners as well as native Spanish speakers. Our art classes in our Fine Arts Department are taught by a trained real-world artist and our students have beautifully decorated our school with the talents they have cultivated in art classes.

Catalina faces a high student mobility rate. During the last full school year of 2020-21, Catalina's student mobility rate was 47.98% compared to the district average of 24.27%. During this current 2021-2022 school year, to date (2/2/2022) our student mobility rate is 48.49% compared to the district average of 26.69%. Our students have a high mobility rate, come from low socio-economic status families, and come with many adverse childhood experiences.

Our teacher retention rate is a struggle as well. Pre-COVID, at the end of the 2019-20 school year, we lost 14 of our teachers. This trend shows new teacher hires is 30% of our teaching faculty every year.

Teaching at Catalina is not easy – it is truly a work of heart!

### **C. Vision**

Catalina aspires to be a school community where instruction is rigorous and evidence based; faculty and students work together to improve learning; and quality relationships are valued and cultivated. We believe that: "All students are capable of success, NO exceptions!"

### **D. Core Values**

- 1- All students are capable of success, NO exceptions!
- 2- Authentic relationships are cultivated among all stakeholders.
- 3- High expectations exist for all stakeholders.
- 4- All teachers provide rigorous student-centered instruction.
- 5- Diversity is welcome and celebrated.

#### **School wide expectations**

- 1- Students will come to school, attend classes, and will be prepared with proper materials.
- 2- Students and staff will present themselves appropriately.
- 3- Staff will provide rigorous, student-centered instruction during class bell-to-bell.
- 4- All staff and students will treat everyone with respect and consideration.

**E. School Profile**

School Profile		
2018-19 Letter Grade	19-20	20-21
F	F	F

Student Profile					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
47%		85%	100%	23%	21%

School Profile (USP Ethnicity)											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
104	18.15%	89	15.53%	285	49.74%	28	4.89%	38	6.63%	29	5.06%

**F. Achievement Data**

<b>3 Years of ELA State Testing Percent Proficiency by Grade</b>			
School	2019 Gr.11	2021 Gr.10	2022 Gr.11
District Avg	29%	19%	36%
State Avg	23%	32%	41%
Catalina	9%	7%	5%

<b>3 Years of Math State Testing Percent Proficiency by Grade</b>			
School	2019 Gr.11	2021 Gr. 10	2022 Gr. 11
District Avg	23%	13%	25%
State Avg	24%	27%	32%
Catalina	10%	5%	8%

### Three Year AZ Merit/AASA by Subgroup

\*When student subgroup is smaller than 10, please place an asterisk to ensure student privacy

\*Ensure to disaggregate data by cohort and by grade level

#### ELA

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 9	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A
Grade 10	N/A	*	N/A	N/A	*	N/A	N/A	19	N/A	N/A	0	N/A	N/A	*	N/A	N/A	10	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### Math

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 9	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A	N/A	*	N/A
Grade 10	N/A	*	N/A	N/A	*	N/A	N/A	19	N/A	N/A	0	N/A	N/A	*	N/A	N/A	10	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

## II. Overall Student Achievement

### A. Gaps in Student Achievement

#### Interpretive Summary - Student Achievement

2.4 Our comprehensive needs assessment indicates that teachers do not implement evidenced-based, rigorous and relevant instruction.

A root cause may be that teachers show a lack of tools to manage student behavior in order to try new strategies to improve lesson engagement.

Our primary needs assessment aims to create systems for classroom management to have teachers implement evidenced-based, rigorous and relevant instruction., Teachers will improve tier 1 instruction by increasing the use of formative data, student engagement, open ended questions, interactive lessons for differentiation and enrichment., etc.

4.3 Our comprehensive needs assessment indicates our written curricula are not evidenced-based, do not address diverse learner needs and do not promote a proper balance of depth of knowledge levels. A root cause may be a lack of effective recruitment and retention of teachers and teacher training that meets the needs of diverse learners. Our primary needs assessment identifies a need to recruit teachers who are well informed about working at a school that serves a diverse population.

5.2 Our comprehensive needs assessment indicates that our staff does not create an environment which builds mutual respect among leadership, teachers, students, and families. A root cause may be a lack of understanding and information about the students our teachers are serving asset-based/growth mindset vision of students. Our primary needs assessment identifies a need for more opportunities for positive interactions between teachers and students.



Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
1. 2.4 Lack of existence of a schoolwide discipline plan.	1. Lack of tools to manage student behavior in order to try new strategies to improve lesson engagement.	1. Students come to school with many ACEs and lack of routines/norms.
2. 4.3 Lack of teachers who understand our school population and possess skills to respond to our students' needs.	2. Lack of effective recruitment and retention of teachers and teacher training that meets the needs of diverse learners in order to provide instruction that incorporates the remediation and enrichment/effective modification of curriculum and resources to meet student needs.	2. Teachers lack experience for working with diverse learners/high needs students, such as: high expectations, sheltered instruction, differentiation, scaffolding, etc.
3. 5.2 Our staff does not create an environment that builds mutual respect among leadership, teachers, students and families.	3. Lack of understanding and information about the needs of the students our teachers are serving.	3. Lack of authentic relationships between all stakeholders.

**B. SMART Goals for Overall Student Achievement**

SMART Goal Statement <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i>	Evidence to Be Used to Assess Progress and Accomplishment
By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.	E.g.: Examples of evidence could include: <ul style="list-style-type: none"> <li>● AASA Test Results</li> <li>● Short Cycle Assessments</li> <li>● Quarterly Benchmark Exams</li> <li>● District Pre-Post Exams</li> </ul>

<p>*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.</p>	
<p>By the end of July, Catalina will identify vendors that provide professional development on classroom management. Beginning of 22-23 school year discipline plan will be presented to all staff and implemented by all staff. In school year 22-23 walk through data will reveal improvement in classroom management and improved Tier I instruction and student engagement. Process Goal: During the 22-23 school year, teachers will intentionally plan strategies for engagement and differentiation, including for targeted subgroups (AF, ELL, SD).</p>	<p>Data walk through Lesson plan submission Classroom observation Data from discipline referrals, restoratives, (please review)</p>
<p>By the end of July 2022, Catalina will update interview and job posting materials. By the end of the first quarter, Catalina will invite new Catalina teachers to participate in the new teacher support group. (Need to authorize staff to earn added duty) End of 22-23 school year there will be 90% teacher retention.</p>	<p>Interview forms, PD calendar, teacher support group calendar Evaluating: 1. SQS data, teacher retention data, increased used of varied instructional strategies, decreased behavior infractions</p>
<p>By the end of the year, 80% of teachers will have established an asset-based environment of mutual respect and positive interaction.</p>	<p>In the 22-23 school year walk through data will reveal 80% of classrooms have a score of proficient or higher on 3b.</p>

**C. Goal Attainment**

**1. Strategies to achieve SMART goals**

Strategies to achieve SMART goals	
Strategies:	Strengths and Obstacles

During the 22-23 school year, teachers will intentionally plan strategies for engagement and differentiation, including for targeted subgroups (AF, ELL, SD).	Teachers have had professional development in the areas of effective student engagement strategies and students data analysis. Currently we have hired teachers who have experience working with students from various sub-groups and are prepared to meet students needs. Our mobility rate is a challenge as students are withdrawing and enrolling often.
Written curricula will be evidenced-based, address diverse learner needs, and promote a proper balance of depth of knowledge levels.	All our teachers are expected to follow the district's curriculum to include scope and sequence. Teachers are expected to prepare learning guides to identify the engagement strategies they are implementing on a weekly basis.
Conditions, Climate and Culture - Our staff will create an environment which builds mutual respect among leadership, teachers, students, and families.	Building positive culture and climate is a focus for the school year. Activities include community building among teachers through off campus events and with students and teachers through teacher/student events including assemblies, family evening events, and attending sporting events regularly.

## 2. Action steps to implement strategies

Action Steps to Implement Improvement Strategies for Improvement Goal 2					
<b>Strategy 1:</b> During the 22-23 school year, teachers will intentionally plan strategies for engagement and differentiation, including for targeted subgroups (AF, ELL, SD).					
Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Update interview questions in order to be more transparent about school	Principal	July 2022 – May 2023	Previous years interview questions to revise.	Monitoring: 1. Interview forms, PD calendar,	Evaluating: 1. SQS data, teacher

needs/possibly update job advertisement descriptions				teacher support group calendar	retention data, increased use of varied instructional strategies, decreased behavior infractions
Differentiated professional development for newer and veteran teachers on student engagement, rigorous instruction, and classroom management	Principal and Assistant Principal for Curriculum and Instruction	July 2022- May 2023	Funding to bring in experts in the various areas of focus.	Consistent classroom walk throughs to determine the level of support for teachers and to determine professional development topics.	Walkthrough data will reflect implementation of effective practices for diverse learners including culturally responsive practices for student engagement.
New teacher support group- provide opportunities for new to Catalina teachers to receive training and resources and support in all areas.	Principal, Assistant Principal for Curriculum and Instruction and Curriculum Service Providers	September 2022- May 2023	Funding for teachers to attend professional development outside of work hours.  Facilitator to run new teacher mentor program.	Classroom walk-throughs will generate evidence of new teacher support.	Positive results for school quality. New teacher retention data.

**Action Steps to Implement Improvement Strategies for Improvement Goal 2**

**Strategy 2:** Written curricula will be evidenced-based, address diverse learner needs, and promote a proper balance of depth of knowledge levels.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
<p>Catalina supports high quality implementation of grade/content level curriculum through: - TUSD summer PD offerings to staff - Wednesday staff development sessions. Catalina Teacher Mentorship Program - Book Studies - PLC structures to support and extend teacher acquisition of content and curriculum standards requirements - PD, Lesson Study, and PLC structures to support teacher's use of TUSD curriculum resources/content - PD to support teacher's delivery of culturally relevant curriculum and content</p>	<p>Principal</p>	<p>10/22 - 5/23</p>		<p>Catalina monitors curriculum implementation through the use and review of: - Content Level common lesson plans - Administrator/CC IT walk through data - Use of Teacher Evaluation Instruments (Danielson Framework) to provide teacher feedback - Student achievement data - Site Common Formative, District Benchmark</p>	<p>Student achievement data will reveal effective implementation of curricula.</p>

				Assessments, ACT data, AzMerit Data – District teams will support implementation of curriculum by conducting regular site/classroom curriculum team walk-throughs	
Curriculum Service Provider is essential in supporting student achievement by assisting in overseeing the district's curriculum and instruction to support Tier I instructional practices.	Principal and Assistant Principal for Curriculum and Instruction.	10/22- 5/23	CTT structure to will facilitate the analysis of student data to inform instruction decisions and professional development.	Leadership will monitor the CTTs by reviewing the artifacts created through this process as well as observing the work of the CTTs. Administration will meet with CSPs weekly to review, adjust, and create new plans as needed for CTT and Professional Development	Students Achievement Data: IXL Snapshots, ACT, ACTAspire, Quarterly Benchmarks

**Action Steps to Implement Improvement Strategies for Improvement Goal 3**

**Strategy 3:** Conditions, Climate and Culture - Our staff will create an environment which builds mutual respect among leadership, teachers, students, and families.

Action Steps to Implement Strategy	Person(s) to Carry Out Tasks	Timeline/Target Dates	Resources Needed	Monitoring	Evidence
Identify appropriate PD topics related to student population and student needs (refugee students, LGBTQ, foster care/group homes, Youth on their Own, Trauma Informed Care) and build PD calendar	Principal, Assistant Principal for Curriculum and Instruction	9/1/22-2/23		PD calendar, sign ins, PD handouts	Reduced discipline infractions in classrooms, increased use of engagement strategies in the classroom, SQS data increases regarding climate and relationships, improved culture and climate in classrooms and school
Deliver professional development on culturally responsive instructional strategies (Dr. Francesca Lopez, district provided)	Principal, Assistant Principal for Curriculum and Instruction	9/1/22-2/23		PD calendar, sign ins, PD handouts	Reduced discipline infractions in classrooms, increased use of engagement strategies in the classroom, SQS data increases

					regarding climate and relationships, improved culture and climate in classrooms and school
Deliver professional development on building effective relationships with students.	Principal, Assistant Principal for Curriculum and Instruction	9/1/22-2/23		PD calendar, sign ins, PD handouts	Reduced discipline infractions in classrooms, increased use of engagement strategies in the classroom, SQS data increases regarding climate and relationships, improved culture and climate in classrooms and school



**III. Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses**

**A. Gaps in USP subgroup performance**

**Interpretive Summary - Academic Performance for African American, Latino Students, Native American, ExEd and ELL Subgroups: Gap Analyses**

In relation to our IAP goals, contributing factors to the results include alignment to the state standards and the ACT/ACT Aspire. However other factors that contribute include the continuous need to address the needs of diverse learners through differentiation. Additional contributing factors include the need to implement formative assessments and intermittent assessments to gauge student understanding of content towards the mastery of standards.

Our top priorities moving into the 22-23 school year include supporting teachers in providing differentiation and addressing the needs of our diverse learners.

<b>Identify Top Three Causes of these Gaps</b>	<b>Identify the Root of these Causes</b>	<b>Identify Foundational Causes</b>
1. 2.4 Lack of existence of a schoolwide discipline plan.	1. Lack of tools to manage student behavior in order to try new strategies to improve lesson engagement	<ul style="list-style-type: none"> <li>• Intentionally differentiate plan and group activities</li> <li>• Increase Collaboration-Teachers do not often ask students to collaborate</li> <li>• Grouping Strategies Need to Be Intentional</li> </ul>
2. 4.3Lack of teachers who understand our school population and possess skills to respond to our students'	2. Lack of effective recruitment and retention of teachers and teacher training that meets the needs of	<ul style="list-style-type: none"> <li>• ELL students need help with basic language within content</li> </ul>

needs.	diverse learners in order to provide instruction that incorporates the remediation and enrichment/effective modification of curriculum and resources to meet student needs	<ul style="list-style-type: none"> <li>• no inclusion teachers in all subject areas</li> <li>• a few inclusion teachers are long-term subs</li> <li>• student motivation is low</li> </ul>
3. 5.2 Our staff does not create an environment that builds mutual respect among leadership, teachers, students and families.	3. Lack of understanding and information about the needs of the students our teachers are serving	<ul style="list-style-type: none"> <li>• Many Catalina students are deemed "at-risk" and need hope for their future</li> <li>• Students need social skills development through collaborative communication and SEL lessons</li> </ul>

**B. SMART Goals for Reducing Achievement Gaps**

<p align="center"><b>SMART Goal Statement</b> <i>(All Academic Goals <u>must</u> Focus on Subgroups)</i></p>	<p align="center"><b>Evidence to Be Used to Assess Progress and Accomplishment</b></p>
<p>By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.</p> <p>*Note that the bottom quartile is composed of African American, English Learners and Exceptional Education students.</p>	<p>E.g.: Examples of evidence could include:</p> <ul style="list-style-type: none"> <li>• AASA Test Results</li> <li>• Short Cycle Assessments</li> <li>• Quarterly Benchmark Exams</li> <li>• District Pre-Post Exams</li> </ul>
<p>For the 22-23 SY we have developed a blueprint that aligns AZ standards with the ACT ELA test. The alignment includes a weekly scope and sequence and units that include lessons, bell work, formatives and summative assessments to ensure ACT and state standards alignment and measure student growth from this school year to 22-23 SY.</p>	<ul style="list-style-type: none"> <li>- Lesson plans</li> <li>- Bell work</li> <li>- Data from formatives</li> <li>- Data from summative assessments</li> </ul>

<p>Our continued next steps is to focus on our priorities include ongoing teacher professional development for formative assessments, check for understanding and DOK levels.</p>	
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**C. Goal Attainment**

**1. Strategies to achieve SMART goals**

Strategies to achieve SMART goals	
Strategies:	Strengths and Obstacles
<p>During the 22-23 school year, teachers will intentionally plan strategies for engagement and differentiation, including for targeted subgroups (AF, ELL, SD).</p>	<p>Teachers have had professional development in the areas of effective student engagement strategies and students data analysis. Currently we have hired teachers who have experience working with students from various sub-groups and are prepared to meet students needs. Our mobility rate is a challenge as students are withdrawing and enrolling often.</p>
<p>Written curricula will be evidenced-based, address diverse learner needs, and promote a proper balance of depth of knowledge levels.</p>	<p>All our teachers are expected to follow the district’s curriculum to include scope and sequence. Teachers are expected to prepare learning guides to identify the engagement strategies they are implementing on a weekly basis.</p>
<p>Conditions, Climate and Culture - Our staff will create an environment which builds mutual respect among leadership, teachers, students, and families.</p>	<p>Building positive culture and climate is a focus for the school year. Activities include community building among teachers through off campus events and with students and teachers through teacher/student events including assemblies, family evening events, and attending sporting events regularly.</p>

## 2. Action steps to implement strategies

<b>Action Steps to Implement Improvement Strategies for Improvement Goal 2</b>					
<b>Strategy 1:</b> During the 22-23 school year, teachers will intentionally plan strategies for engagement and differentiation, including for targeted subgroups (AF, ELL, SD).					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
Update interview questions in order to be more transparent about school needs/possibly update job advertisement descriptions	Principal	July 2022 – May 2023	Previous years interview questions to revise.	Monitoring: 1. Interview forms, PD calendar, teacher support group calendar	Evaluating: 1. SQS data, teacher retention data, increased use of varied instructional strategies, decreased behavior infractions
Differentiated professional development for newer and veteran teachers on student engagement, rigorous instruction, and classroom management	Principal and Assistant Principal for Curriculum and Instruction	July 2022- May 2023	Funding to bring in experts in the various areas of focus.	Consistent classroom walkthroughs to determine the level of support for teachers and to determine professional development topics.	Walkthrough data will reflect implementation of effective practices for diverse learners including culturally responsive practices for

					student engagement.
New teacher support group- provide opportunities for new to Catalina teachers to receive training and resources and support in all areas.	Principal, Assistant Principal for Curriculum and Instruction and Curriculum Service Providers	September 2022- May 2023	Funding for teachers to attend professional development outside of work hours.  Facilitator to run new teacher mentor program.	Classroom walk-throughs will generate evidence of new teacher support.	Positive results for school quality. New teacher retention data.

**Action Steps to Implement Improvement Strategies for Improvement Goal 2**

<b>Strategy 2:</b> Written curricula will be evidenced-based, address diverse learner needs, and promote a proper balance of depth of knowledge levels.					
<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
Catalina supports high quality implementation of grade/content level curriculum through: - TUSD summer PD offerings to staff - Wednesday staff development sessions. Catalina Teacher Mentorship Program - Book Studies - PLC structures to support and extend teacher acquisition of content and	Principal	10/22 - 5/23		Catalina monitors curriculum implementation through the use and review of: - Content Level common lesson plans - Administrator/CC IT walk through	Student achievement data will reveal effective implementation of curricula.

<p>curriculum standards requirements - PD, Lesson Study, and PLC structures to support teacher's use of TUSD curriculum resources/content - PD to support teacher's delivery of culturally relevant curriculum and content</p>				<p>data - Use of Teacher Evaluation Instruments (Danielson Framework) to provide teacher feedback - Student achievement data - Site Common Formative, District Benchmark Assessments, ACT data, AzMerit Data – District teams will support implementation of curriculum by conducting regular site/classroom curriculum team walk-throughs</p>	
<p>Curriculum Service Provider is essential in supporting student achievement by assisting in overseeing the district's curriculum and instruction to support Tier I instructional practices.</p>	<p>Principal and Assistant Principal for Curriculum and Instruction.</p>	<p>10/22- 5/23</p>	<p>CTT structure to will facilitate the analysis of student data to inform instruction decisions and</p>	<p>Leadership will monitor the CTTs by reviewing the artifacts created through this process as well</p>	<p>Students Achievement Data: IXL Snapshots, ACT, ACTAspire, Quarterly Benchmarks</p>

			professional development.	as observing the work of the CTTs. Administration will meet with CSPs weekly to review, adjust, and create new plans as needed for CTT and Professional Development	
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**Action Steps to Implement Improvement Strategies for Improvement Goal 3**

**Strategy 3:** Conditions, Climate and Culture - Our staff will create an environment which builds mutual respect among leadership, teachers, students, and families.

<b>Action Steps to Implement Strategy</b>	<b>Person(s) to Carry Out Tasks</b>	<b>Timeline/Target Dates</b>	<b>Resources Needed</b>	<b>Monitoring</b>	<b>Evidence</b>
Identify appropriate PD topics related to student population and student needs (refugee students, LGBTQ, foster care/group homes, Youth on their Own, Trauma Informed Care) and build PD calendar	Principal, Assistant Principal for Curriculum and Instruction	9/1/22-2/23		PD calendar, sign ins, PD handouts	Reduced discipline infractions in classrooms, increased use of engagement strategies in the classroom, SQS data increases regarding climate and relationships, improved culture

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Deliver professional development on culturally responsive instructional strategies (Dr. Francesca Lopez, district provided)	Principal, Assistant Principal for Curriculum and Instruction	9/1/22-2/23		PD calendar, sign ins, PD handouts	Reduced discipline infractions in classrooms, increased use of engagement strategies in the classroom, SQS data increases regarding climate and relationships, improved culture and climate in classrooms and school
Deliver professional development on building effective relationships with students.	Principal, Assistant Principal for Curriculum and Instruction	9/1/22-2/23		PD calendar, sign ins, PD handouts	Reduced discipline infractions in classrooms, increased use of engagement strategies in the classroom, SQS data increases regarding climate and relationships, improved culture



					and climate in classrooms and school
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## Index and Support

I. **Gap Analyses:** While looking at site-based data, make sure to perform an effective gap analysis by disaggregating data by the following subgroups:

- A. African American
- B. Anglo
- C. Hispanic
- D. Exceptional Education
- E. English Learners

In addition to this data set, make sure to investigate additional data that includes mobility rate, attendance rate, and promotion/retention rates.

Ensure that SMART goals, strategies and action steps are created to address the gaps in data that are found. For example, if data indicates that

Hispanic students are not performing as well on state standardized tests as their Anglo counterparts, then create a plan to effectively address

that need. Ensure that this is thread throughout the entire magnet plan. Ensure that this is also tied to a root cause analysis.

This will likely

be aligned to the same root causes one will find in a Title I Integrated Action Plan.

II. **SMART Goal Examples:**

A. By June, 2023, reading achievement for African American students will increase by 10 percentage points on Arizona's State Standardized assessment compared to the previous year, as measured by AASA results.

B. By June 2023, math achievement for Hispanic students will increase by 10percentage points on Arizona's State Standardized assessment compared to the previous year, as measured by AASA results.

C. By June 2023, the school's bottom quartile of students will increase academic achievement in reading by 10 percentage points from the previous school year, as measured by end of year AASA reading reports.

D. By June 2023, the school will increase the enrollment of African American and Anglo students by five percentage points to ensure integration, as measured by 100th day enrollment reports.












# Catalina SAAP 22-23

Final Audit Report

2022-09-15

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