TUCSON UNIFIED
SCHOOL DISTRICT

2023-2024 Tucson Unified School District Student Achievement Action Plan Improvement

Principal: Ted Rodriquez

School: Hollinger K-8 School

Region: Santa Cruz/2

Plan Year: 2023-2024

Site Administration:

Name	Position	Name	Position
Chris Jackson	Principal		
Catherine Arnquist Burke	Assistant Principal		

Sign Off:

Position	Name	Signature	Date
Principal	**Chris Jackson**	*Christopher Jackson* Christopher Jackson (Nov 5, 2024 11:03 MST)	Nov 5, 2024
Regional Superintendent	**Mark Alvarez**	*Mark Alvarez* Mark Alvarez (Nov 8, 2024 11:52 MST)	Nov 8, 2024

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I.   School Profile

A.   Mission

Our mission is to help each and every child realize their full potential and become a productive and responsible citizen, celebrate language and culture, and engage in lifelong learning through Working Hard, Being Kind, and Living as a Champion for themselves, each other, and their school. We want our students to appreciate and contribute to the multicultural and dual language community in which we live as we prepare for challenges in the modern world.

B.   School Summary

Hollinger K-8 is a school for students in Kindergarten-8th grade in south Tucson. Hollinger is a K-8 school offering general education self-contained classrooms for all grades, so every student has an opportunity to belong to a small classroom cohort of students learning all subjects together. Hollinger also offers Two-Way Dual Language classrooms at every grade level, as well as Gifted and Talented Education (GATE) and Opening Minds through the Arts (OMA) programming.

C.   Vision

Our vision is to prepare our students for a successful future as hard-working, bilingual contributors to society with the ability to: collaborate, problem-solve, be creative, and be critical thinkers. We will ensure the success of all students through the delivery of a high-quality standards-focused curriculum which enhances the unique qualities of each learner in order to assure that he/she attains the essential knowledge and skills necessary to move to the next grade level and stay on track for college and career opportunities.

D.   Focus
We aim to prepare students to own their own learning and work with teachers and staff to foster a growth mindset towards interdisciplinary, multilingual, and multicultural learning.

E. School Profile

2018-19 Letter Grade	2021-2022 Letter Grade	2022-2023 Letter Grade
C	B	D

Student Profile *2022-2023*					
Mobility (Rate)	Absenteeism (Rate)	Promotion (Rate)	F&RL (% of FRL Students)	EL (% of EL Students)	Ex Ed (% of Ex Ed Students)
28.36%	12%	100	100 (CEP)	25.2%	14.6%

School Profile (USP Ethnicity) *2022-2023*											
White		African American		Hispanic/ Latino		Native American		Asian/ Pacific Islander		Multi Racial	
N	%	N	%	N	%	N	%	N	%	N	%
29	4.57%	11	1.73%	578	91.02%	12	1.89%			5	0.79%

E. Achievement Data

3 Years of AzMERIT Math Percent Proficiency by Grade

School	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8
District Avg	18%	16%	16%	8%	12%	9%	28%	27%	24%	13%	11%	12%	33%	27%	25%	13%	14%	14%
State Avg	36%	34%	31%	29%	30%	26%	39%	39%	37%	31%	27%	27%	43%	39%	36%	30%	30%	27%
Hollinger	14%	13%	41%	15%	34%	11%	23%	29%	24%	20%	4%	25%	30%	19%	44%	1%	12%	11%

3 Years of AzMERIT ELA Percent Proficiency by Grade

School	2021 Gr. 3	2021 Gr. 4	2021 Gr. 5	2021 Gr. 6	2021 Gr. 7	2021 Gr. 8	2022 Gr. 3	2022 Gr. 4	2022 Gr. 5	2022 Gr. 6	2022 Gr. 7	2022 Gr. 8	2023 Gr. 3	2023 Gr. 4	2023 Gr. 5	2023 Gr. 6	2023 Gr. 7	2023 Gr. 8
District Avg	21%	29%	32%	19%	19%	17%	29%	33%	27%	24%	26%	23%	30%	33%	26%	25%	25%	22%
State Avg	35%	44%	45%	35%	38%	35%	41%	44%	39%	39%	43%	36%	41%	45%	37%	42%	41%	36%
Hollinger	30%	18%	37%	7%	33%	13%	25%	29%	21%	33%	22%	29%	14%	30%	28%	14%	28%	7%

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Grade 3	*	*	*	*	*	*	33%	25%	12%	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	10%	30%	32%	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	39%	20%	27%	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	16%	32%	15%	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	30%	24%	23%	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	8%	27%	8%	*	*	*	*	*	*	*	*	*

Math

	African American			Asian American			Hispanic			Multiracial			Native American			Anglo		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	*	*	*	*	*	*	15%	23%	26%	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	16%	30%	20%	*	*	*	*	*	*	*	*	*
Grade 5	*	*	*	*	*	*	36%	24%	45%	*	*	*	*	*	*	*	*	*
Grade 6	*	*	*	*	*	*	7%	15%	1%	*	*	*	*	*	*	*	*	*
Grade 7	*	*	*	*	*	*	31%	5%	10%	*	*	*	*	*	*	*	*	*
Grade 8	*	*	*	*	*	*	11%	24%	12%	*	*	*	*	*	*	*	*	*

II. Overall Student Achievement

A. Gaps in Student Achievement

Interpretive Summary - Student Achievement
Hollinger's math proficiency rates show significant variations across grade levels and years, reflecting both strengths and areas for growth. In 2021, Hollinger's 5th graders achieved an impressive 41% proficiency, significantly outperforming the district (16%) and the state (31%). This trend continued in 2023, where 5th grade proficiency reached 44%, well above both district (25%) and state averages (36%). Hollinger's 7th graders showed strong performance in 2021 with 34% proficiency, outperforming the district (12%) and the state (30%). In 2022, however, performance dropped to 4%, but showed some recovery in 2023 (12%). In 2023, Hollinger's 3rd graders showed notable improvement, reaching 30% proficiency, which brought the school closer to the state average (43%) and well the district average (33%). Hollinger's 8th grade proficiency has fluctuated. After showing progress in 2022 (25%), it dropped to 11% in 2023, slightly below both district and state averages. 6th grade proficiency rates are lower than desired, especially in 2023 where proficiency was 1%, compared to the district's 13% and state's 30%. This suggests an area for strategic focus and improvement. Grades 4 and 5 demonstrate consistent performance that often aligns with or exceeds district levels, with steady results in both 2022 and 2023. In particular, Grade 5's strong 44% proficiency in 2023 stands out as a highlight. Hollinger School's math proficiency data suggests pockets of strong academic achievement, particularly in grades 3 and 5, where the school has shown substantial improvement and consistently outperforms district averages. While some grades, such as 6 and 8, indicate room for targeted support, the overall trend reveals that Hollinger can leverage its successes in specific grades to continue improving student performance.

Hollinger's ELA proficiency shows a combination of strong results in some grades and fluctuating performance in others.

Hollinger's 5th graders performed notably well in 2021 with 37% proficiency, surpassing the district (32%) and appoaching the state average (45%). In 2023, although slightly lower at 28%, the school's proficiency still matched the district average and remained competitive.
A relative strength in performance occurred in 2022 when 6th graders achieved a 33% proficiency, outperforming the district (24%) and approaching the state average (39%). This represents a large improvement from 2021's 7% proficiency in this grade.
Hollinger's 7th graders performed well, with 33% proficiency in 2021, well above the district average (19%) and close to the state average (38%). In 2022, the performance remained strong at 22%, close to the district and reflective of consistent achievement.

Hollinger's 8th grade ELA proficiency has fluctuated, with a low of 7% in both 2021 and 2023. While it showed improvement in 2022 (29%), the decline in 2023 highlights a potential area for targeted support. B
In 2023, 3rd grade proficiency dropped to 14%, which is below both the district (30%) and state averages (41%), marking it as an area where strategic focus could be beneficial.
Similar to math, the 6th grade ELA proficiency in 2023 was 14%, which reflects a drop from the strong performance in 2022 and indicates a growth area potential for renewed attention.

Hollinger's 4th grade ELA proficiency has shown consistent improvement, with 18% in 2021 growing to 30% in 2023, approaching the district average (33%). This upward trend signals steady progress in this grade.
Hollinger's 7th graders performed consistently well in ELA over the years, maintaining a proficiency rate that competes with or exceeds district performance, reaching 28% proficiency in 2023.

Hollinger's ELA performance over the last three years highlights several bright spots, particularly in grades 5, 6, and 7, where students have performed at or above district averages and have shown resilience in maintaining or improving proficiency levels. Although some grades like 8 and 3 show room for growth, Hollinger's ability to foster strong results in key grades points to effective practices that could be expanded to boost overall performance. The school's capacity to maintain competitive proficiency rates, especially in grade 5, reflects the potential for continued improvement in ELA outcomes.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
Our Teachers do not collaborate with other teachers, administrators, families, and education professionals to ensure the success of all students	Leadership and teachers lack designated time to collaborate vertically.	Staff needs to meet once a month to collaborate with other leadership and resource teachers to ensure success for all students.
Our staff does not have high expectations for learning for all students.	Our staff lacks rigorous and intentional instruction for all students.	Our staff needs targeted training / PD and support for developing rigorous lessons with differentiation to support all students.
Our school does not engage families in critical data informed decisions that impact student learning.	Lack of a system to support and engage families in data analysis, systematic and strategic planning for student academic growth.	Our school needs to implement a system that it consistently engages families in critical data informed decisions that impact student learning

B.   SMART Goals for Student Achievement

SMART Goal Statement *(All Academic Goals must Focus on Subgroups)*	Evidence to Be Used to Assess Progress and Accomplishment
All students will increase ELA achievement by 10% from 26.5% proficient or highly proficient on 2022 AASA to 36.5 % proficient or highly proficient on 2023 AASA. Math achievement for all students will increase by 10 % from 20.2 % to proficient or highly proficient on 2022 AASA to 20.2 % proficient or highly proficient on 2023 AASA. By August 2023, the PD schedule will include time for vertical teams to meet and collaborate. By October these teams will have met to find ways to meet the collective achievement goals of the school By December these teams will be actively engaged in meeting to analyze data and collaboratively plan for interventions	AASA performance data PD schedule Team meeting artifacts, including team actions in support of collective goals, data analysis, and intervention plans.

| All students will increase ELA achievement by 10% from 26.5% proficient or highly proficient on 2022 AASA to 36.5 % proficient or highly proficient on 2023 AASA. Math achievement for all students will increase by 10 % from 20.2 % to proficient or highly proficient on 2022 AASA to 20.2 % proficient or highly proficient on 2023 AASA. By August, we will have hired a school Community Liaison By October, teachers will share benchmark data with individual families and leadership will share schoolwide data. By December, teachers and leadership will have shared data will families at least twice. | Community Liaison on staff

Documentation of assessment data communication/meeting between staff and families. |
|---|---|

C.   Goal Attainment

1.   Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goals	
Strategies:	**Strengths and Obstacles**
Designated time for Leadership and teachers to collaborate vertically.	Strengths: Opportunity to align curriculum across grade levels. Potential for sharing best practices between grade levels. Obstacles: Scheduling conflicts may make collaboration difficult. Lack of a structured system for vertical communication.
Strengthen Instruction for All Students	Strengths: Improves overall teaching quality, benefiting all learners. Can address learning gaps and promote inclusive strategies. Obstacles: May require additional training and resources for teachers. Differentiating instruction for diverse learners can be time-intensive
Interventions	Strengths: Provides targeted support for struggling students.

	Can help close achievement gaps through personalized instruction. Obstacles: Resource-intensive, requiring personnel and time. Effectiveness depends on timely and accurate identification of student needs.
Professional Learning Communities (PLCs)	Strengths: Encourages collaboration and shared expertise among teachers. Facilitates continuous professional development and instructional improvement. Obstacles: Requires consistent time for meetings and reflection. Challenges of collectively establishing clear goals and expectations.
Increase Subgroup Achievement	Strengths: Addresses disparities and promotes equity in education. Can significantly improve the outcomes for underserved student groups. Obstacles: Requires effective data analysis and targeted interventions. Challenges to ongoing targeted monitoring and support.
Leadership will plan with Language Acquisition, GATE and Curriculum departments to offer targeted PD and support for teachers to be able to develop rigorous lessons with differentiation and support for all students.	Strengths: Offers tailored professional development to meet diverse needs. Promotes collaboration between departments, enhancing instructional quality. Obstacles: Coordination between departments may pose logistical challenges. Teachers may struggle with implementing differentiated strategies effectively.
Building Strategic Partnerships at Hollinger	Strengths:

	Brings external resources and expertise into the school community. Enhances opportunities for students through real-world connections. Obstacles: Finding and maintaining meaningful partnerships can be time-intensive. Alignment between partners' goals and the school's needs may vary.
Family and Community Engagement	Strengths: Strengthens the support system for students both at home and in school. Builds trust and collaboration between families and educators. Obstacles: Inconsistent participation or engagement from families. Potential cultural and language barriers may challenge effective communication.

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal					
Strategy 1,2 and 3:					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
*PD schedule will designate time for teachers to collaborate vertically and horizontally	*Leadership and teachers will create and agree on a master	Established by August and sustained throughout school year	*Title 1 will fund substitutes for ½ day collaboration for middle school teams each quarter.	*Leadership will participate in collaboration with vertical and horizontal teams *Leadership will	*Leadership will review and analyze lesson plans for targeted interventions/

	schedule that includes collaboration time (embedded) for teams to meet in PLC			monitor sign in sheets and minutes to ensure effective participation *Leadership will observe progress an implementation in classroom walkthroughs *Monitor teachers in data analysis and adjustment of interventions	differentiation/ curriculum implementation *PLC minutes and sign in sheets will be evaluated to ensure participation and an equitable voice for all staff. *Ensure that substitute coverage is equitable and student learning is not interrupted. *Evaluate student's district benchmark data to measure student progress
Wednesday PD- set norms and expectations for collaborative planning, Support teachers with Tier 1,2,3 strategies, Language Acquisition- targeted PD based on LIEL/ SEI/ TWDL programs Teacher assistant training for TWDL TA's is strategies and approved programs to support Tier 1, Tier 2 ad Tier 3, differentiation and student success GATE- targeted GATE strategies for GATE designated teachers	Site leadership with district resources	Established by August and sustained throughout school year	LAD, GATE PD providers, materials	*Regularly measure student learning with District benchmarks and Common Formative Assessments *Leadership will conduct regular classroom walkthroughs to	*Student learning data will be evaluated through analysis of Common Formative Assessment Data and Benchmark Data *Leadership and teachers will identify trends in

				monitor student learning and implementation of strategies discussed in PD	learning based on standards analysis on district benchmark assessments and Common formative assessments.
Teacher assistants will help teachers to implement differentiation and small group instruction RTI teacher-targeted interventions, Tier 3 for students struggling with literacy based on state testing and DRA assessment results Behavior intervention monitor- support students with completing work when they need support and contacting families to ensure effective partnership for student success. Math Interventionist- Tier 3 targeted small group interventions for math based on formative and summative assessments. Restorative Practices facilitator- classified staff will support students who need 1/1 or small group support in academics due to emotional needs.	Teacher assistants, Behavior Specialist	Continuous throughout school year	Funding, recruitment, Additional Teacher assistant(s), behavior specialist(s) hired as needed	*Ensure that all staff are following master schedule and implementing interventions as agreed upon in master schedule *Leadership will participate in collaboration with vertical and horizontal teams *Leadership will monitor sign in sheets and minutes to ensure effective participation *Leadership will observe progress an implementation in classroom walkthroughs *Monitor	*Evaluate student progress to ensure effectiveness of interventions *Leadership will review and analyze lesson plans for targeted interventions/ differentiation/ curriculum implementation *PLC minutes and sign-in sheets will be evaluated to ensure participation and an equitable voice for all staff. *Ensure that substitute coverage is equitable and

				teachers in data analysis and adjustment of interventions based on Common Formative Assessment data and quarterly benchmarks, to ensure that gaps in learning are decreasing	student learning is not interrupted. *Evaluate student benchmark and Common Formative Assessment data to measure student progress
Grade level PLCs will meet weekly (embedded in the contract time) for a minimum of 45 minutes to review and analyze student data in ELA, and Math. Teams will record data, trends, and weekly action plans in PLC notes which will be housed in the Google classroom Principal and AP and CSP will attend to support teams.	PLCs, Site Admin, CSP	Weekly throughout school year	Digital resources to record expected action step activities.	*Ensure that all staff are following master schedule and implementing interventions as agreed upon in the Data Talks *Leadership will participate in collaboration with vertical and horizontal teams *Leadership will monitor sign in sheets and minutes to ensure effective participation *Leadership will observe	*Evaluate student data on district benchmark assessments and Common Formative assessments to ensure effectiveness of interventions *Leadership will review and analyze lesson plans for targeted interventions/ differentiation/ curriculum implementation *PLC minutes

				progress an implementation in classroom walkthroughs *Monitor teachers in data analysis and adjustment of interventions	and sign-in sheets will be evaluated to ensure participation and an equitable voice for all staff. *Ensure that substitute coverage is equitable and student learning is not interrupted.
*Use expertise of EXED team to support all teachers in implementing research-based strategies to support EXED student learning *Allow whole school PD time once per semester for PD	Ex Ed personnel	Once per semester during PD	*ExEd team to participate in Data Talks with regular ed classroom teacher PLC	*Leadership will participate in collaboration with PLC teams and EXED team *Leadership will monitor sign in sheets and minutes to ensure effective participation in PLC meetings *Monitor and support teachers in data analysis and adjustment of interventions for their EXED students	*Evaluate Exceptional Education student data on district benchmark assessments and Common Formative assessments to ensure effectiveness of interventions *Leadership will review and analyze lesson plans for targeted interventions/ differentiation/ curriculum implementation

					for the EXED students *PLC minutes and sign-in sheets will be evaluated to ensure participation and an equitable voice for all staff. *Ensure that substitute coverage is equitable and student learning is not interrupted.
*Ensure staff are using resources provided by the district to effectively use the TUSD Multicultural Curriculum *Ensure that staff document interventions and follow TUSD's MTSS process for identifying students in need of TIER2/3 support and implementing supports as described in each student's plan	*Leadership/ MTSS facilitator/ CSP	During PD, MTSS/ PLC meetings	*Leadership/ MTSS facilitator/ CSP and Leadership will provide and arrange for regular PD in these areas and support as needed during each team's PLC meetings. Restorative Practice Facilitator will support identified students with regular documented check ins,	*Behavior Intervention Monitor will document interactions and communication with students and families in Synergy. *Behavior intervention monitor will be present and sign attendance for MTSS meetings and document time and goals for student support in the	Meeting artifacts, including MTSS academic/ behavior support plans

			support parent communication and engagement and offer additional academic support as identified and directed by the certified classroom teacher/ MTSS team. MTSS facilitators will review documented data in synergy to identify students who needs additional support. MTSS facilitator will arrange and facilitate meetings with classroom teachers and school staff and families to determine necessary interventions. These plans will be documented in Synergy.	MTSS section of Synergy	

			MTSS facilitator will support teachers in implementing and documenting progress with interventions and adjust as needed for student success. Behavior interventionist monitor will collaborate with leadership and discipline team and teachers. Staff to identify students in need of additional support. Behavior interventionist monitor will be present before after school/ during transitions/ lunches and breaks for monitor student behavior. They will intervene as needed to ensure a positive environment for		

			students. They will conference with students, document interventions and communicate with families. They will also be in frequent contact with leadership to identify students in need of higher level dispositions.		
*Community Liaison will plan learning/ data focused events for families and reach out to community groups to support families *Share schoolwide data with families at Title 1, Cafecito and Site Council meetings *Teachers will share specific student benchmark data with families at conferences and additional parent contact as needed	Community Liaison, Teachers	During family engagement events/ meetings	Family-friendly assessment data reports	*Community Liaison will document donations and events that Community Partners support * Community Liaison will document quantity of students and families that are provided services from community partners *	*Participation data will be analyzed to ensure strong participation from families in community events with Community partners *Parent and family survey data will be evaluated to determine effectiveness of community partners and determine further outreach with partners.

Hollinger will leverage Family Engagement funds to print/display banners, light refreshments, and added duty for Certified and classified for regular family engagement events in order to increase awareness of events that support building student/family capacity. Events may include, but are not limited to the following events... School Community Liaison will support families in understanding their child's academic needs and ways to support their success in school. School Community Liaison will organize events to engage families, support teachers with schoolwide and specific communication so that families are well informed of their child's progress at school. They will help families take advantage of additional programs to support learning.	Community Liaison	family engagement events	Funds, banners, displays, refreshments, personnel, facilities, presentation materials.	*Events will be communicated through phone messages, email, Marquee. *Regular newsletters and communication will be documented on school website *Parent sign in sheets at Title 1 meeting and all school events will document and measure participation to guide needed supports	*Parent sign in sheets will be analyzed to determine which families are participating and if additional communication is needed for some groups *Parent survey data will reflect and measure parent understanding and connection with the 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
N/A due to low subgroup numbers and Hispanic performance commensurate with overall school performance trends.

Identify Top Three Causes of these Gaps	Identify the Root of these Causes	Identify Foundational Causes
N/A		
N/A		
N/A		

B.   SMART Goals for Reducing Achievement Gaps

SMART Goal Statement *(All Academic Goals __must__ Focus on Subgroups)*	Evidence to Be Used to Assess Progress and Accomplishment
N/A	
N/A	

C.   Goal Attainment

1.   Strategies to Achieve SMART Goals

Strategies that help School Achieve Improvement Goals	
Strategies:	Strengths and Obstacles
N/A	

N/A	
N/A	
N/A	

2. Action Steps to Implement Strategies

Action Steps to Implement Improvement Strategies for Improvement Goal					
Strategy 1 and 2:					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
N/A					
N/A					
N/A					
N/A					

Action Steps to Implement Improvement Strategies for Improvement Goal					
Strategy 3:					
Action Steps to Implement Strategy	**Person(s) to Carry Out Tasks**	**Timeline/Target Dates**	**Resources Needed**	**Monitoring**	**Evidence**
N/A					
N/A					
N/A					
N/A					

Hollinger K-8 SAAP 23-24

Final Audit Report

2024-11-08

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