

# Curriculum

**Superintendent's Goals  
Strategic Plan: Year 2**

**June 14, 2016**

# Priorities

**Priority 1: Curriculum**

**Priority 2: Instruction**

**Priority 3: Professional Development**

**Priority 4: Data**

**Priority 5: Assessment**

# Priority 1: Curriculum Goal A:

Design a curriculum that includes common interim and end-year assessments and aligns resources that are culturally responsive to the diverse interests and needs of the students

# Priority 1: Curriculum Goal B:

## Expectations for each quarter for grade level proficiency

By June 30, 2016.

2015-16.

- Quarter 1: Students in grades 2-10 should score between 20-40% of the test correct for ELA and Math assessments.

The score is in the Falls Far Below/ Approaches range

- Quarter 2: Students in grades 2-10 should score between 30-50% of the test correct for ELA and Math assessments. The score is in the Approaches/Meets range

- Quarter 3: Students in grades 2-10 should score between 40-60% of the test correct for ELA and Math assessments. The score is in the Meets/Exceeds range

(\*This is will be the district aggregate with all test-takers per quarter.)

# Evidence Goal A

TUSD CURRICULUM MAP—ENGLISH LANGUAGE ARTS																								
Grade 3, Quarter 3A	Unit Title: Human Systems																							
Unifying Concept: Building Communities																								
<b>ENDURING UNDERSTANDINGS:</b> Communities are made up of the people, animals, and plants that live in them. Systems operate in human and natural communities.																								
<b>ESSENTIAL QUESTIONS:</b> What makes a sustainable community? How are human and natural systems connected?																								
SELECTED READINGS OF COMPLEX TEXTS	STANDARDS																							
<b>EXTENDED TEXT(S):</b>	<b>Constant:</b> 3.RL.1a; 2; 3; 10 3.RI.1; 2; 10 3.RF.4 3.W.5; 6; 7; 8; 10 3.SL.1a-d; 2; 3; 4; 6 3.L.1a, b; 2a, e, f, g; 3a; 4a-d; 6  <b>Target:</b> <ul style="list-style-type: none"> <li><b>Reading</b> – Literature                3.RL.4; 5; 9                3.RI.3; 4; 8</li> <li><b>Writing</b> – Informative/Explanatory                Focus                3.W.2a-d; 3a-d; 4</li> <li><b>Language</b>                3.L.1 c, d, i, j; 2b, c</li> </ul>																							
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<b>SHORT CONNECTED TEXTS &amp; MEDIA(5-9):</b>	<b>Complementary:</b> 3.RL.6; 7 3.RI.4a; 5; 6; 7; 9; 10a 3.RF.3a-d 3.W.1a-d; 4a 3.SL.5a-c																							
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# Evidence Goal B

Percent of Students in TUSD, Grades 2 - 11 who scored 'Proficient' or 'Highly Proficient' on the SchoolCity Quarterly Benchmark Assessments in ELA and Math 2015-16

	Quarter 1	Quarter 2	Quarter 3
Math Grades 2 - 11	N=32,904 36%	N=32,483 42%	N=31,158 47%
ELA Grades 2 - 10	N=29,447 43%	N=29,034 45%	N=27,941 47%

# Priority 1: Curriculum

✓ 100% completed



## **Priority 2: Instruction Goal**

**Ensure all third-year teachers and beyond meet the needs of every learner by delivering culturally responsive curriculum that engages students and ensure those teachers are proficient in using effective questioning and discussion techniques in their lessons**



By May 2016:

96% of teachers who have been in the district three or more years will score proficient on 3b: Questioning and Discussion Techniques while maintaining proficiency in 3a and 3c, as measured through the district evaluation system

# Evidence

Percentage of Teachers			
Level of Performance	3b	3a	3c
Unsatisfactory	1%	<1%	<1%
Basic	5.8%	2.7%	3.8%
Proficient	69%	48.7%	55.5%
Distinguished	24.2%	48.2%	40%
Proficient & Distinguished	93.2%	96.9%	95.5%
Percentage met	97%	100%	99.5%
Overall for 3a, 3b, & 3c	98.3%		

# Priority 2: Instruction

✓ 98.3% completed

# **Priority 3: Professional Development Goal**

**Ensure all designated support personnel attend bi-weekly professional development to develop the capacity to provide purposeful professional development at the site level that is focused on implementing an aligned curriculum and decentralized based on individual site capacity**



By August 2016, 100% of CIPDA staff;  
100% of Curriculum Service  
Providers; and 50% of all site  
principals will score “meet” on the  
Framework for Facilitating  
Professional Development.

# Evidence

POSITION	TOTAL NUMBER COMPLETING THE SELF-ASSESSMENT using the DISTRICT FRAMEWORK FOR FACILITATING PD RUBRIC	MEETING THE STANDARD/PROFICIENT or EXEMPLIFYING THE STANDARD		PARTIALLY MEETING THE STANDARD	
CIPDA Professional Development Academic Trainer	10	10/10	100%	N/A	
Other CIPDA Staff Members	24	19/24	79%	5/24	21%
Curriculum Service Providers	18	17/18	94%	1/18	6%
Teacher Mentors	12	12/12	100%	N/A	
Site Principals and Assistant Principals	109	100/109	92%	9/109	8%

# Priority 3: Professional Development

✓ 96% completed



## **Priority 4: Data Goal**

**Collect and analyze English Language Arts, Mathematics, and Writing Data using data notebooks and other tools and provide staff development on how to appropriately use the data to drive instructional decisions**



By May 2016, quarterly assessment in ELA and Math will be analyzed quarterly via PLCs in which to make informed instructional decision for students and teachers.

Student data collected via the MTSS process will be analyzed monthly via MTSS process and PLCs to develop appropriate course of interventions for identified student(s).

# Evidence

**PERCENTAGES PROFESSIONAL LEARNING COMMUNITIES RUBRIC-- ILA May 5, 2016, AM Elem. & K8 Schools**

ELEMENTS	LEARNING	LITERAL	REFINEMENT	INTERNALIZED
<b>Collaborative Culture</b> Educators work together in collaborative teams to achieve student learning  <b>No Response- 1%</b>	Teams meet regularly (weekly/biweekly/monthly) during the school day.  <b>9%</b>	Collaborative teams develop written norms and establish learning goals that clarify expectations and commitments.  <b>29%</b>	Teams focus on prearranged topics that impact student learning and make revisions to goals to improve team effectiveness.  <b>40%</b>	Teams honor their collective commitments to each other and our students in order to maximize learning.  <b>21%</b>
<b>Guaranteed Curriculum</b> Educators establish what we want our students to learn	Educators use district developed curriculum guide resources.  <b>10%</b>	Educators work together to define the essential learning and establish pacing.  <b>33%</b>	Educators build shared knowledge of current content standards, unpack high-stakes assessments to clarify essential learning, and adjust instruction based on formative assessments.  <b>52%</b>	Educators continually refine essential learning and guarantee a viable instructional program for all students.  <b>5%</b>
<b>Common Assessment</b> Educators determine if each student has learned what we want them to learn	Educators use benchmark assessments several times throughout the year.  <b>17%</b>	Educators analyze student work and assessments and discuss common criteria.  <b>46%</b>	Educators consistently apply common criteria to assess student work and discuss formative instructional practices.  <b>28%</b>	Educators consistently utilize formative instructional practices, including common assessments, to gather evidence of student learning.  <b>10%</b>
<b>Ensuring Learning</b> Educators respond when some students have not learned it  <b>No Response- 1%</b>	Educators use school/district classes, established "pull out" or afterschool programs, and curriculum resources when students are identified for intervention.  <b>9%</b>	Educators provide students with additional time and support that does not remove students from new direct instruction when they experience difficulty.  <b>50%</b>	Educators develop and utilize a timely, directive, and systemic plan for students when they experience difficulty.  <b>34%</b>	Educators coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.  <b>5%</b>
<b>Enriching Learning</b> Educators extend and enrich the learning for students who have demonstrated mastery  <b>No Response- 1%</b>	Educators use school/district classes, established "pull out" or afterschool programs, and curriculum resources for identified students.  <b>19%</b>	Educators provide time and support for enrichment during the school day for those who have moved beyond the essential learning.  <b>50%</b>	Educators develop and utilize a timely, directive and systemic plan for students who have moved beyond the essential learning.  <b>21%</b>	Educators coordinate a flexible, supportive, and proactive system of intervention for students who have moved beyond the essential learning.  <b>9%</b>

From Rich Smith "Progress Monitor Our PLCs" 2015 Solution Tree

**PERCENTAGES PROFESSIONAL LEARNING COMMUNITIES RUBRIC-- ILA May 5, 2016, Middle & High Schools**

<b>ELEMENTS</b>	<b>LEARNING</b>	<b>LITERAL</b>	<b>REFINEMENT</b>	<b>INTERNALIZED</b>
<b>Collaborative Culture</b> Educators work together in collaborative teams to achieve student learning	Teams meet regularly (weekly/biweekly/monthly) during the school day.	Collaborative teams develop written norms and establish learning goals that clarify expectations and commitments.  <b>35%</b>	Teams focus on prearranged topics that impact student learning and make revisions to goals to improve team effectiveness.  <b>50%</b>	Teams honor their collective commitments to each other and our students in order to maximize learning.  <b>15%</b>
<b>Guaranteed Curriculum</b> Educators establish what we want our students to learn	Educators use district developed curriculum guide resources.  <b>10%</b>	Educators work together to define the essential learning and establish pacing.  <b>35%</b>	Educators build shared knowledge of current content standards, unpack high-stakes assessments to clarify essential learning, and adjust instruction based on formative assessments.  <b>50%</b>	Educators continually refine essential learning and guarantee a viable instructional program for all students.  <b>5%</b>
<b>Common Assessment</b> Educators determine if each student has learned what we want them to learn	Educators use benchmark assessments several times throughout the year.  <b>25%</b>	Educators analyze student work and assessments and discuss common criteria.  <b>45%</b>	Educators consistently apply common criteria to assess student work and discuss formative instructional practices.  <b>20%</b>	Educators consistently utilize formative instructional practices, including common assessments, to gather evidence of student learning.  <b>10%</b>
<b>Ensuring Learning</b> Educators respond when some students have not learned it	Educators use school/district classes, established "pull out" or afterschool programs, and curriculum resources when students are identified for intervention.  <b>15%</b>	Educators provide students with additional time and support that does not remove students from new direct instruction when they experience difficulty.  <b>50%</b>	Educators develop and utilize a timely, directive, and systemic plan for students when they experience difficulty.  <b>30%</b>	Educators coordinate a flexible, supportive, and proactive system of intervention for students who experience difficulty.  <b>5%</b>
<b>Enriching Learning</b> Educators extend and enrich the learning for students who have demonstrated mastery	Educators use school/district classes, established "pull out" or afterschool programs, and curriculum resources for identified students.  <b>10%</b>	Educators provide time and support for enrichment during the school day for those who have moved beyond the essential learning.  <b>75%</b>	Educators develop and utilize a timely, directive and systemic plan for students who have moved beyond the essential learning.  <b>10%</b>	Educators coordinate a flexible, supportive, and proactive system of intervention for students who have moved beyond the essential learning.  <b>5%</b>

From Rich Smith "Progress Monitor Our PLCs" 2015 Solution Tree

## Log In

User Name



Password



Log In

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PR-TUCSON-01

All Employees: Your TrueNorthLogic Portal username and password will now be the same username and password used to log on to the TUSD network.

New hires: Prior to using the TNL Portal, log on to an internal TUSD computer, and change your network password. Wait until your start date to access TrueNorthLogic. Questions: 225 6256 or 225 6308

12610 [Tolson Monday or Tuesday PLC 2015-2016](#)

11449 [USP: Culturally Relevant Courses PLC](#)

12381 [USP: MTSS PLC - Implementing Effective MTSS process](#)

12316 [USP: P2 - Magnet PD and PLCs, Booth-Fickett K-8, 2015-16](#)

12783 [USP: P2 - Magnet Theme Integration, Solution Tree's PLC Framework and Formative Assesment Building Through School City](#)

**TUCSON UNIFIED**  
SCHOOL DISTRICT

UVA Summer PD - Mission View Pre-service Data Analysis and Curricular Planning

Teachers will utilize these pre-service work days to do in-depth data digs on their new, in-coming students. They will use this data to plan for the first weeks of school as a way to maximize instruction; teaching what students need instead of teaching what they do not need.

This PD is limited to current Mission View staff only.

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**Instructional Leadership Academy**  
**Professional Development**  
**TUCSON UNIFIED SCHOOL DISTRICT**

Thursday, November 18, 2016  
 Group A: 8:00 AM – 11:30 PM & Group. B: 12:30 PM – 4:00 PM  
 Duffy Student Service Center  
 6146 E 5<sup>th</sup> Street  
 Governing Board/PD

**AGENDA**

	Present	
1. WELCOME	Dr. Sanchez Karen Ward, Jason Weaver, Tim Grivois- Shah, Heidi Aranda, Michelle Deeds, Melissa Hall, Jama Dhusebosh, Victor Greco, Susan Isaacson, Sam Rolfie, Robert Troglia, Theresa Garrot, Karen Lieske, Joan Gilbert, Meg Gebert, Jennifer Sprung	1
2. ILA Conference	MaryCarmen Cruz	1
3. ILA Conference Collaborative Teamwork (PLC) and Closure	Jeffrey Coleman	1
4. Pima County Juvenile Court Guidelines: When to Call Police	Dr. Halley Freitas	1
5. Assessment Update	Dr. Sanchez	1
6. Closure		

OFFICE

**Roberts-Naylor School PLC Agenda and Minutes**

PLC Name /Members Present: Pisciotta, Singletary Date: 9/9/2015 (AM)

Facilitator for this PLC: Summer Pisciotta Note Taker for this PLC: Pisciotta

Agenda:

- Bell work
- Buddy teacher
- Rewards
- Lesson Planning

Our PLC Norms:

- We will be on time
- We will respect each other
- We will stick with agenda
- We will contribute to learn
- We will stay positive

Norms Reviewed	Yes	No	Evidence / Comments/Notes
Reflection			
PLC Focus	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	Reviews the standards for the day.
What's working? What are instructional challenges?			
What do students need to know and be able to do? What is the task or instructional focus? What is the standard or learning target? What are the instructional strategies?			Needs help with standards. Reviewed state standards and developed a lesson that addresses the need of the student.
How will we know that they learned it? How is the task supporting the learning outcome? What student samples or data are we reviewing?			The lesson will follow with bell work the next day to determine if the students retained the information.
What will we do when they haven't learned it? Which changes in instructional practices do we need to consider?			The teacher will know if the students learned the information. If they did not retain, she will continue to reteach in small group.
What will we do when they already know it? What instructional practices or academic extensions will we consider to enrich learning?			Once the students show mastery of the standard, Singletary will move on to the next. Wants to work on a reward system. Created a time out area for students who are disruptive.
Assigned tasks for next meeting			Discuss how the time out table is working. Have the student reflection papers available for review.
Materials needed for next meeting			PLC binder

Collective Commitments: Continuing Our Journey Towards Becoming a True PLC (Catalina HS Only)

In their study of high-performing organizations, Jim Collins and Jerry Porras (1997) found that although creating a vision can be a helpful step in the improvement process, it is never sufficient. Staff must also tackle the collective commitments they must make and honor in order to achieve the shared vision for their school or district.

Collective commitments answer the question, "How must we behave to create the school that will achieve our purpose?" In answering this question, indicators shift from offering philosophical musings on mission or the shared hopes for the school of the future to making commitments to act in certain ways - starting today. Clarity on this topic guides the individual work of each member of the staff and outlines how each person can contribute to the improvement initiative.

When members of an organization understand the purpose of their organization, know where it is headed, and then pledge to act in certain ways to move it in the right direction, they don't need prescriptive rules and regulations to guide their daily work.

Ultimately, achieving agreement about what we are prepared to start doing, and then implementing that agreement, is one of the most effective strategies for closing the knowing-doing gap. Those who "do" develop deeper knowledge, greater self-efficacy, and a stronger sense of ownership in results than those who only talk about what should be done.

**Instructional Leadership Academy**  
**Business Meeting**  
**TUCSON UNIFIED SCHOOL DISTRICT**

Thursday, January 14, 2016  
 ES/K8: 8:00 AM – 11:30 PM  
 MS/HS: 12:30 PM – 4:00 PM  
 Duffy Student Service Center  
 5145 E 5<sup>th</sup> Street  
 Governing Board/PD

**AGENDA**

	Presenter	Time
1. Data Dig	Dr. HT Sanchez	15 min
2. Data Dig	Dr. Freitas	110 min
3. Literacy Plan	Mark Alvarez	10 min
4. Synergy	Andrew Agnew	5 min
5. Preparation for Budget process	Renee Weatherless	10 min
6. Business Announcements	Ms. Ana Gallegos (a.m.) Dr. Abel Morado (p.m.)	20 min

# MTSS Evidence

Description of MTSS functions	Number of hours spent on each function
MTSS Bi-weekly Meetings / Data Analysis	7077.87 hours
Documenting Support	1779.5 hours
Consulting and Supporting Teachers / Consulting with Related Service Providers	3890.75 hours
Direct academic / behavioral support with students	4100.5 hours
Student Observation and Data Gathering	1887.2 hours
Professional Development for staff	1148.45 hours
Coordinating MTSS and Social Service Coordination	1803.9 hours
<b>TOTAL</b>	<b>21,688.17 hours</b>



### MTSS Site Team Meeting Agenda

Site: Roberts/Naylor K-6 Date: 11/05/2013 LSC: Lupita Perez

Persons Present: Archuleta Linda, Bernier Christie, Birsschop Maryke, Ketterer Victoria, Comey Kimberly, Monroe April, Alabi-Isama Tempest, Thomas Suzy, and LSC.

Tasks:	Notes:
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MTSS Team Actions	Notes	Action Needed	Responsible Person
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<b>MTSS Academic</b> <small>(Assignment of new students to a case manager, review of students currently being managed)</small> <small>List Student(s) and the level of intervention:</small> Student: XXXXXXXX Teacher: XXXXXX	XXXXXX has been absent for 42 days. Ms. XXXXXX have not had a chance to complete any of the interventions planned.	<ol style="list-style-type: none"> <li>1. Get the student McKinney-Vento services. Truancy report.</li> <li>2. Do a home visit</li> <li>3. She was assigned a Roberts/Naylor mentor to help her improve attendance and grades. Mentoring services will start on Nov. 13<sup>th</sup>.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ms. XXXXXX our school counselor.</li> <li>2. Ms. XXXXXX our community rep.</li> <li>3. Ms. XXXXXX a 4-6 grade teacher.</li> </ol>
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<b>MTSS Behavior</b> <small>(Assignment of new students to a case manager, review of students currently being managed)</small> <small>List Student(s) and the level of intervention:</small> Student: XXXXXXXX Home room teacher: XXXXXX	XXXX has had difficulty maintaining appropriate standard behaviors. She does not always complete assignments, has difficulty focusing and concentrating, disrupts classroom activities, and has experienced conflicts	<ol style="list-style-type: none"> <li>1. School interventions have included providing counseling with the school guidance counselor and school social worker, restorative circles, anti-bullying training.</li> <li>2. participation in the after school intervention class.</li> </ol>	<ol style="list-style-type: none"> <li>1. XXXXXXX-Social worker. Counselor-XXXXX</li> <li>2. XXXXX-teacher.</li> </ol>
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	with her peers.	<ol style="list-style-type: none"> <li>5. meetings with parents. .</li> <li>4. she was requested to carry around a daily progress report which is to be signed by her teachers. Positive reinforcement</li> <li>5. XXXXX will be assigned a personal mentor who will meet with her individually to go over grades and report card.</li> </ol>	4. All of her teachers.
<b>General Summary of Meeting:</b> We will try to have a special MTSS meeting for XXXXX before our official Middle school on December 10 because all of us are very concerned about XXXXX's behavior.			

# Priority 4: Data

✓ 100% completed



## **Priority 5: Assessment Goal**

**Implement a standardized measurement system with common bi-weekly assessments aligned to the curriculum and provide professional development on conducting teacher-student data discussions**



By May 2016, a minimum of 6 bi-weekly or tri-weekly formative assessments aligned to the TUSD curriculum will be developed and implemented in ELA and Math by the six UVa schools using the INSPECT item bank with School City.

**CATALINA HIGH SCHOOL CFA REPORT- 2015-16**

<b>MATH-Geometry</b>				
CFA	MONTH	ELA/MATH STANDARDS	CONTENT STANDARD	DATA SOURCE
#1	Quarter 1	G.CO.1 and 4	G.CO.1 and 4	Self-created
#2	Quarter 1	G.CO. 3,4, 5	G.CO. 3,4, 5	Self-created
#3	Quarter 2	G.SRT.1a and b	G.SRT.1a and b	Self-created
#4	Quarter 3	G.CO.7, 8 and 10	G.CO.7, 8 and 10	School City
#5	Quarter 3	G.SRT.3,4, and 5	G.SRT.3,4, and 5	School City
#6	Quarter 4	G.CO.11	G.CO.11	School City
<b>MATH-Algebra II</b>				
#1	Quarter 1	F.BF.3 and F.IF.4	F.BF.3 and F.IF.4	Self-created
#2	Quarter 3	S.CP.2,3, and 5	S.CP.2,3, and 5	Self-created
<b>ENGLISH</b>				
#1	September 10	9-10 RL.1, RL.2		School City
#2	September 24	9-10 RL.1, RL.5		Self-written
#3	October 7	RL.1, RL.2, RL.6, SL.6		Self-written
#4	November	RL and RI 1,2,3; W1,4; L4,5		School City
#5	December	RL and RI 1,2,3; W 1,4; L4,5		School City
#6	January	RL 1.1, RL 1.2,RL.3; W1a,b		Self-created
#7	February	RL1.4, RL1.6, RL.7, RL.9		Self-created
#8	April	RL1,2,3,5,6; W1,7,8; L5		Self-created
<b>SOCIAL STUDIES</b>				
#1	August	RH.1: cite specific evidence to support analysis. Identify primary vs. secondary		Self-created
#2	October	RH.3: Cause and effect: Did earlier events cause later events?		Self-created
#3	November	RH.3: Provide an accurate summary of key events		Self-created
#4	February	RH.7: Read and interpret graphs, charts, etc.		Self-created
#5	March	RH.3: Cause and effect: Did earlier events cause later events		Self-created
#6	April	WH.1: Introduce claims, acknowledge and distinguish claims from opposing claims		Self-created
<b>SCIENCE</b>				
#1	September	9-10.RST.1,2,4,5		Self-created
#2	October	9-10. RST. 2,3,4,5		Self-created
#3	December	9-10.RST. 2,3,4,5		Self-created
#4	February	9-10.RST. 3,6,7,9		Self-created
#5	March	9-10.RST. 5,7,8,9		Self-created
#6	April	9-10.RST. 1,7,8,9		Self-created
<b>PE</b>				
#1	August	RI 2,3,5,6: Reading for claim and evidence		Self-created
#2	October	RI 2,3,5,6: Claim, Evidence and Interpretation		Self-created
#3	December	RI 4 and Tier II vocabulary words		Self-created
#4	February	RI.1, 4, 8 and W.1, 4, 9: writing for claim and evidence		Self-created
#5	March	RI.1, 4, 8 and W.1, 4, 5, 9: Writing for claim evidence and interpretation		Self-created
#6	April	W.2, 4, 5, 9: Writing an argumentative essay		Self-created
<b>ELD</b>				
#1	September	V-LS-1: LI-11	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition
#2	November	V-LS-1:LI-11	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition
#3	February	V-LS-1: LI-21- ELD II and III V-LS-1:E-12- ELD I	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition
#4	March	V-LS-1: (V)E-17- ELD I V-LS-1: (V)LI-26- ELD II V-LS-1: (V) LI-26- ELD III	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition
#5	April	V-LS-1: (V) E-17- ELD I V-LS-1: (ADJ) LI-8	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition
#6	April	V-LS-1: (ADV) E-3- ELD I V-LS-1: (ADV) LI-5- ELD II and III	Grammar Calendar/Scope and Sequence from Language Acquisition	Language Acquisition

Phil has 4 more dimes than nickels. Which expression below correctly describes the number of nickels he has, if  $d$  = the number of dimes?

- A  $4 - d$
- B  $d(-4)$
- C  $d - 4$
- D  $\frac{d}{-4}$

Item #: 7 ID: KD00822971

As a salesman, Mr. Davis earns a \$150 base salary per week and a 4% commission on his total amount of sales (s) each week.

Which expression represents his weekly income?

- A  $150 + 0.04 + s$
- B  $(150)(0.04)s$
- C  $150(0.04) + s$
- D  $150 + 0.04s$

- A Student(s) may not have realized the order of 4 and  $d$  makes the expression incorrect.
- B Student(s) may not have realized this expression must be interpreted as multiplication.
- C Correct answer
- D Student(s) may have chosen this expression with vertical subtraction problems in mind and not recognized this must be interpreted as a fraction and division.

Answer Choice Rationales

- A Student(s) may have focused too much on the word "total" and believed the correct answer would be an addition expression.
- B Student(s) may have assumed that all the numbers should be multiplied because a percentage was involved.
- C Student(s) may have misinterpreted the stem and chose to multiply the percent by the \$150 base salary instead of multiplying by the amount of sales. Student(s) may have been influenced by the phrase "total sales" and believed they should add  $s$ .
- D Correct answer

Item #: 1 ID: KD00851281

Review the information provided in the text and the table titled "Simple Substitutions" to answer the following question.

What ingredients would a person making quick breads need if he or she wanted to bake sweet potato bread?

- A mashed sweet potatoes, baking soda, eggs, butter, and milk
- B white flour, mashed sweet potatoes, baking soda, eggs, butter, and milk
- C sweet potato flour, yeast, and white flour
- D sweet potato flour, baking soda, eggs, butter, and milk

Answer Choice Rationales

- A Correct answer
- B Student(s) may have known from reading the paragraphs of the passage that the five basic ingredients used to make quick breads are flour, baking soda, eggs, butter, and milk. Student(s) may not have reviewed the table closely to recognize that mashed sweet potatoes are used instead of—not in addition to—white flour to make this particular variety of bread.
- C Student(s) may have known that most quick breads contain white flour, and may have concluded that sweet potato bread contains sweet potato flour without actually reviewing the appropriate information in the table. Student(s) may have focused on the first paragraph, which identifies yeast as an essential ingredient in traditional breads, and may not have realized that the basic ingredients for quick breads are listed in the third paragraph.
- D Student(s) may have identified that the five basic ingredients used to make quick breads are flour, baking soda, eggs, butter, and milk. Student(s) may not have read the information about sweet potato bread in the table to identify that the bread contains actual sweet potatoes that are boiled and mashed, not sweet potato flour.

# Evidence

## A. 2015-16 Districtwide Principal Feedback on Common Formative Assessment Usage at their School (N=64)

	Teachers in my school use Common Formative Assessments to monitor student learning this year	Teachers in my school administer Common Formative Assessments every 2 to 3 weeks this year.
Strongly Agree	22%	11%
Agree	61%	49%
Disagree	14%	35%
Strongly Disagree	3%	5%

# Priority 5: Assessment

✓ 100% completed

# Strategic Plan: Curriculum

**Priority 1                      100% completed**

**Priority 2                      98.3% completed**

**Priority 3                      96% completed**

**Priority 4                      100% completed**

**Priority 5                      100% completed**

**Total    98.9% completed**

**Tucson Unified**  
S.T.E.A.M. Schools  
Choice  
Award-Winning  
Educate  
Heritage  
Career Readiness  
Responsibility  
Technology  
Communication  
Graduate  
Caring  
Diversity  
S.T.E.M.  
Elementary  
K-8  
High Magnet  
Middle  
Achieve  
Family  
Inspire  
Kids  
Early Childhood  
Character  
Hope  
College

