TUCSON UNIFIED
SCHOOL DISTRICT

STRATEGIC PLAN END OF YEAR REPORT
2015-2016

CURRICULUM

Strategic Priority 1: Curriculum – TUSD will design an aligned, articulated and well administered curriculum that supports academically high standards of learning for all children, integrates college- and career-ready skills, incorporates fine and performing arts and is culturally relevant for our diverse student population. It will be reviewed and revisited regularly to meet the changing demands of our students and community.

Year 2 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

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.)

Progress/Completion:
Strategic Priority 1: Curriculum - Year 2 Goal A was 100% successfully met.
Tucson Unified Schools' guaranteed viable curriculum is multicultural and culturally responsively infused to address the needs and interest of our students. Curriculum version 2.1 reflects the multicultural book purchases by aligning select book titles to the identified targeted standards in the quarterly maps.

Strategic Priority 1: Curriculum – Year 2 Goal B was 100% successfully met.

Evidence:
Goal A:

TUSD CURRICULUM MAP—ENGLISH LANGUAGE ARTS

Grade 3, Quarter 3A	Unit Title: Human Systems

Unifying Concept: Building Communities

ENDURING UNDERSTANDINGS:
Communities are made up of the people, animals, and plants that live in them. Systems operate in human and natural communities.

ESSENTIAL QUESTIONS:
What makes a sustainable community?
How are human and natural systems connected?

SELECTED READINGS OF COMPLEX TEXTS		STANDARDS
EXTENDED TEXT(S):		**Constant:**
Harcourt Reading Selections	**Additional Literature Options**	**3.RL.**1a; 2; 3; 10
Boom Town by Sonia Levitin	*The Country Mouse and the City Mouse* by Numerous Authors	**3.RI.**1; 2; 10
Cocoa Ice by Diana Appelbaum	*Dogzilla* by Dav Pilkey	**3.RF.**4
If You Make a Million by David M. Schwartz	*Uncle Jed's Barbershop* by Margaree King Mitchell	**3.W.**5; 6; 7; 8; 10
	Roxaboxen by Alice McLerran	**3.SL.**1a-d; 2; 3; 4; 6
	On the Town: A Community Adventure, by Judith Caseley	**3.L.**1a, b; 2a, e, f, g; 3a; 4a-d; 6
	Mr. Peabody's Apples by Madonna	
	Boxes for Katje by Camdace Fleming	**Target:**
	The Forgiveness Garden by Lauren Thompson	• **Reading** – Literature
	All the World by Liz Scanlon	**3.RL.**4; 5; 9
	The Firekeeper's Son by Linda Sue Park	**3.RI.**3; 4; 8
	With Books and Bricks How Booker T. Washington Built a School by Suzanne Slade	• **Writing** – Informative/Explanatory Focus
SHORT CONNECTED TEXTS & MEDIA (5-9):		**3.W.**2a-d; 3a-d; 4
Harcourt Reading Selections	**Additional Literature Options**	• **Language**
Historical Note by Sonia Levitin p. 214	*Five-Minute Film Festival: Developing Global Citizens*	**3.L.**1 c, d, i, j; 2b, c
Our Nations Oldest City: St. Augustine Florida p. 216	*Informational Series: Communities at Work*	**Complementary:**
		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

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%

Strategic Priority 2: Instruction – TUSD will ensure that teachers deliver challenging and engaging instruction that is driven by a high-quality curriculum and based on meeting the individual needs of every child.

Year 2 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

Progress/Completion:
Strategic Priority 2: Instruction – Year 2 Goal was 97% successfully met with 93.2% of teachers with 3 or more years of experiences scoring proficient or distinguished on the Danielson Rubric.

Evidence:

Danielson Component	Number of Teachers 3 years or more	Level of Performance
3a. Communicating with Students	6	**Unsatisfactory**
	56	**Basic**
	990	**Proficient**
	980	**Distinguished**
3b. Using Questioning and Discussion Techniques	**21**	**Unsatisfactory**
	116	**Basic**
	1402	**Proficient**
	492	**Distinguished**

3c. Engaging Students in Learning	12	Unsatisfactory
	79	Basic
	1129	Proficient
	812	Distinguished

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%		

Strategic Priority 3: Professional Development – TUSD will provide purposeful professional development that is collaborative and focused on providing teachers and administrators with the knowledge and skills necessary to implement: best practices for college- and career-preparedness, differentiation for diverse student needs, culturally responsive teaching strategies and cohesive communities of practice.

Year 2 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.

Progress/Completion:

Strategic Priority 3: Professional Development – Year 2 Goal was 96% successfully met.

During the 2015-2016 school year, CIPDA staff, Curriculum Service Providers, and all site principals were introduced to the District Framework and Rubric for Facilitating Professional Development. They completed a self-assessment of their facilitation of professional development using the Rubric for Facilitating Professional Development. The results are listed below. Of the CIPDA Staff, 85% scored as Meeting the Standard/Proficient or

Exemplifying the Standard. All Professional Development Academic Trainers scored at "meeting or exemplifies." Of the remaining 15% of CIPDA staff, one was a Specialist new to the position, three were Research Project Managers, and one was a Research and Data Intervention Specialist. Some of these positions may not typically provide year-round PD. Of the Curriculum Service Providers who self-assessed, 100% achieved "meet" or "exemplify" on the facilitator rubric. Well over 50% of the principals and assistant principals who completed the self-assessment achieved a score of "meet" or "exemplify." The Office of Professional Development is creating professional learning opportunities to address the needs of facilitators as based on the District Framework and Rubric. The first training will occur during the Summer 2016 and continue into the 2016-17SY. Continued observation and feedback is planned for 2016-17.

Evidence:

POSITION	TOTAL NUMBER COMPLETING THE SELF-ASSESSMENT using the DISTRICT FRAMWORK 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%

Strategic Priority 4: Data – TUSD will use a range of student and classroom data routinely to check for understanding of concepts taught, monitor progress of student learning and drive instructional decisions to facilitate improved student learning.

Year 2 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).

Progress/Completion:

Strategic Priority 4 – Data was 100% successfully met

Professional Learning Communities (PLCs) were implemented in all schools for SY 2015-16. Schools and PLCs utilize the PLC continuum to assess where they are in the PLC process. The PLCs continually answer the four questions: 1) What is it we want our students to learn? 2) How will we know that each student has learned it? 3) How will we respond when some students do not learn it? 4) How can we extend and enrich the learning for students who have demonstrated proficiency?

Data is the focus of PLCs. Some schools are further along on the continuum such as our UVa schools.. Our UVa schools and several others ground the PLC with data. Data is reviewed and instruction is adjusted to meet the needs of the students. Re-teaching and enrichment lessons are developed from the analysis of the data. Short cycle assessments or common formative assessments (CFAs) are developed and implemented within the UVa schools (see priority 5).

Site MTSS teams meet on a bi-weekly basis to review students in need of academic and/or behavioral support and/or interventions. Learning Supports Coordinators (LSCs) facilitated the MTSS process and documented the meetings. The narrowing of LSC functions for SY 2015-16 specifically to implement MTSS assisted with academic and behavioral successes for our students.

Evidence:

(See next page)

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

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

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

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

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

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

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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

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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

11991

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.

District Sponsored

Office of Curriculum, Instruction & Professional Development

Certified/Classified

11829

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, educators 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.

Finally, 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.

-Adapted from: DuFour, Eaker, Many, Learning by Doing, 2010

Instructional Leadership Academy
Professional Development
TUCSON UNIFIED SCHOOL DISTRICT

Thursday, November 19, 2015
Group A: 8:00 AM – 11:30 PM & Group. B: 12:30 PM – 4:00 PM
Duffy Student Service Center
5145 E 5th Street
Governing Board/PD

AGENDA

		Present	Time
1.	WELCOME	Dr. Sanchez	15 min
2.	ILA Conference	KarenWard, Jason Weaver, Tim Grivois-Shah,Heidi Aranda, Michelle Deeds, Melissa Hall, Jama Dhuehosh, Victor Greco, Susan Isaacson, Sam Rolfe, Robert Troglia, Theresa Garrot, Karen Lieneke Joan Gilbert, Meg Gebert, Jennifer Sprung	130 min
3.	ILA Conference Collaborative Teamwork (PLC) and Closure	MaryCarmen Cruz	25 min
4.	Pima County Juvenile Court Guidelines: When to Call Police	Jeffrey Coleman	45 min
5.	Assessment Update	Dr. Halley Freitas	
6.	Closure	Dr. Sanchez	

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 5th Street
Governing Board/PD

AGENDA

		Presenter	Time
1.	WELCOME	Dr. HT Sanchez	15 min
2.	DataDig	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. AnaGallegos (a.m.) Dr. AbelMorado (p.m.)	20 min

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 equal voice • We will stick with agenda • We will contribute to team • We will stay positive

Norms Reviewed   Yes_x____   No _____

PLC Focus	Evidence / Comments/Notes
Reflection *What's working?* *What are instructional challenges?*	Reviews the standards for the day.
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?* *What is our CFA (Common Formative Assessment)?*	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?* *What Tier 1 academic or behavioral supports shall we 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

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**
TOTAL	**21,688.17 hours**

MTSS Site Team Meeting Agenda

Site: Roberts/Naylor K-8   Date: 11/05/2015   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:

MTSS Team Actions	Notes	Action Needed	Responsible Person
MTSS Academic (Assignment of new students to a case manager, review of students currently being managed) Student: XXXXXXXXX Teacher: XXXXXX	XXXXXX has been absent for 42 days. Ms. XXXXXX have not had a chance to compare any of the interventions planned.	1. Get the student McKinney-Vento services. Truancy report. 2. Do a home visit 3. She was a assigned a Roberts/Naylor mentor to help her improve attendance and grades. Mentoring services will start on Nov. 13th.	1.Ms. XXXXXX our school counselor. 2.Ms. XXXXXX our community rep. 3.Ms. XXXXXX a 4-6 grade teacher.
MTSS Behavior (Assignment of new students to a case manager, review of students currently being managed) Student: XXXXXX Home room Teacher: XXXXXX	XXXX has had difficultys maintaining appropriate standard behaviors. within the classroom. She does not always complete assignments, has difficulty focusing and concentrating, disrupts classroom activities, and has experienced conflicts	1.School interventions have included providing counseling with the school guidance counselor and school social worker, restorative circles, anti-bullying training. 2.participation in the after school intervention class,	1. XXXXXX-Social worker. Counselor-XXXXX 2. XXXXXX-teacher.

| | with her peers. | 3.meetings with parents; , 4.she was requested to carry around a daily progress report which is to be signed by her teachers. Positive reinforcement 5. XXXXX will be assigned a personal mentor who will meet with her individually to go over grades and resport card. | 4. All of her teachers. |

General Summary of Meeting:
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 XXXXXX behavior.

Strategic Priority 5: Assessment – TUSD will develop and administer common ongoing assessments that are aligned to and embedded in the aligned and articulated curriculum. These assessments will provide for a deep analysis of student mastery of concepts and skills and will assist in identifying gaps in student learning. TUSD will also support teachers with the development of more frequent assessments that help to inform daily instruction.

Year 2 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.

Progress/Completion:
Strategic Priority 5: Assessment -- Year 2 Goal A was 100% successfully met.

A. For the 6 UVA schools, CFA's were used consistently during PLC time. In Semester 2, CFA's were administered about every 3 weeks (or about 6 CFA's) and assessed the standards recently taught. Teachers used the INSPECT item bank in SchoolCity in addition to creating their own assessments and administering them with paper and pencil.

B. CFA's are also gaining traction throughout the district. Sixty four principals responded to a survey on CFA usage where 83% agreed that CFA's were used at their school to monitor learning. A number of principals commented that although certain grades levels were collaborating with CFA's, it had not yet become a school-wide practice. Also, 60% of surveyed principals agreed that those teachers who used CFA's consistently administered them every 2 or 3 weeks to monitor learning in 2015-16.

Strategic Priority 5: Assessment -- Year 2 Goal B was 100% successfully met.

Evidence:

A. Submitted Evidence of CFA's include:
   - Examples of CFA's that were created electronically in SchoolCity
   - Examples of CFA's that were create on paper/pencil
   - Calendars of CFA administration dates and standards assessed that were aligned to the curriculum pacing guide
   - Steps for analysis of student work from CFA's
   - Action plans for students who did not master the content in the CFA's

CATALINA HIGH SCHOOL CFA REPORT- 2015-16

MATH-Geometry

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

MATH-Algebra II

CFA	MONTH	ELA/MATH STANDARDS	CONTENT STANDARD	DATA SOURCE
#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

ENGLISH

CFA	MONTH	ELA/MATH STANDARDS	CONTENT STANDARD	DATA SOURCE
#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

SOCIAL STUDIES

CFA	MONTH	ELA/MATH STANDARDS	CONTENT STANDARD	DATA SOURCE
#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

SCIENCE

CFA	MONTH	ELA/MATH STANDARDS	CONTENT STANDARD	DATA SOURCE
#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

PE

CFA	MONTH	ELA/MATH STANDARDS	CONTENT STANDARD	DATA SOURCE
#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

ELD

CFA	MONTH	ELA/MATH STANDARDS	CONTENT STANDARD	DATA SOURCE
#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

Items and Rubric / Rationale

Item #: 1 ID: KD30651281

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?

Ⓐ 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

Ⓐ 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.

1516.Utterback.Math06.Q3F1

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 $d(-4)$

Ⓒ $d - 4$

D $\dfrac{d}{-4}$

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.

Ⓒ 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.

Item #: 7 ID: KD30622971

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 $150(0.04) + s$

Ⓓ $150 + 0.04s$

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.

Ⓓ Correct answer

B. 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 #1: Curriculum	**100%**
Priority #2: Instruction	**98.3%**
Priority #3: Professional Development	**96%**
Priority #4: Data	**100%**
Priority #5: Assessment	**100%**
Total	**98.9%**