Dear Community:

We are pleased to share our Catalina Foothills School District (CFSD) Envision21-Deep Learning Strategic Plan 2014-2020 that identifies work priorities for a five-year period. It builds on achievements to-date and perpetuates our vision of 21st century learning.

Our 2014-2020 plan outlines our commitment to prepare our students well for a 21st century life that is increasingly complex and global. We are determined to create a learning environment in which each student achieves intellectual and personal excellence.

Teaching and learning are at the heart of our enterprise. We know that a dynamic curriculum that engages students in deep learning taught by highly competent professionals who are held accountable for learning results is key to our students' success here.

The Catalina Foothills School District is the leading PreK-12 educational choice for families in the greater Tucson area. We hope that you will join us in getting the word out to others who are looking for a school where students are engaged in thinking deeply about complex issues. We have high expectations for achievement, and our students meet them. The vast majority of our students continue their learning at the college/university level. We are proud that they are prepared well for what comes next in their lives.

Sincerely,

Mary Kamerzell, Ph.D.
Superintendent of Schools
CATALINA FOOTHILLS SCHOOL DISTRICT

OUR MISSION
Catalina Foothills School District, a caring and collaborative learning community, ensures that each student achieves intellectual and personal excellence, and is well prepared for college and career pathways.

OUR VISION
Learning transfers to life beyond the Catalina Foothills School District experience, enabling each student to flourish as a responsible citizen in the global community.

OUR SHARED CORE VALUES
We believe that the human capacity to learn is boundless. Therefore, we embrace the obligation to actualize the following shared core values to create a learning environment that supports maximum achievement.

- **Excellence**: We invest in the intellectual and personal achievement of each student, set high expectations, and focus on continuous improvement.
- **Integrity**: We meet high ethical standards and practice honesty and sincerity in relationships and actions.
- **Curiosity**: We inspire inquisitive thinking, exploration, investigation, a thirst for knowledge, and a desire to learn.
- **Innovation**: We encourage critical thinking and problem solving so that students explore and generate new ideas to create something valuable and unique.
- **Risk Taking**: We develop an environment where errors and questions are welcomed as opportunities to learn.
- **Perseverance**: We help students focus, follow through on tasks to completion, and seek ways to reach goals when faced with obstacles.
- **Resilience**: We build the capacity to face, overcome, and ultimately be strengthened by challenges.
- **Compassion**: We care about others; express kindness, concern, and empathy; and help others through action.
- **Responsibility**: We understand and accept the impact and consequences of personal actions and decisions, and recognize and fulfill obligations to self, others, and the community.
- **Respect**: We appreciate the unique qualities of others; seek to understand perspectives, and display courtesy and consideration for all.
- **Belonging**: We create a culture in which each student feels safe, welcome, supported, included, and connected.
- **Equity**: We accept and value the unique needs of all students, and allocate resources to provide the learning environment necessary to reach each student’s potential.
- **Commitment**: We believe in one’s personal capacity to make a difference, invest in the hard work needed to realize goals, and seek ways to continuously improve.

OUR DEEP LEARNING GOALS

1. **Reduce the gap between current and desired student academic achievement.**
   - Increase the achievement of literacy and numeracy in all academic content areas by addressing students’ diverse needs and abilities.
   - Develop knowledge and skills that transfer to college, careers, and civic life.

2. **Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.**
   - Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.
   - Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking (5c + s = dlp).

3. **Partner with families and community to achieve our strategic priorities.**
   - Engage in regular meaningful communication about student learning.
   - Foster strong relationships with and among CFSD alumni.
The major aim of schooling is to enable students to become the architects of their own education so that they can invent themselves during the course of their lives.

-Elliot W. Eisner

INTRODUCTION

In the Catalina Foothills School District (CFSD), our mission and vision influence all of our strategic planning and subsequent improvement work. We want to graduate self-regulated lifelong learners who are well equipped for what comes next (and beyond) in their 21st century life as responsible citizens in a global society.

What comes next for most of our students after high school graduation is continuing education in the short-term. Hopefully, the long-term brings a satisfying, productive personal existence through which they contribute positively as citizens of the larger community. Basically, our mission is about helping our students become well prepared for college and career pathways.

The CFSD strategic planning process contributes significantly to the district’s ability to meet reasonable and appropriate goals and establish a culture of continuous improvement. We intentionally define goals for improvement that drive our professional work during a specific time frame, typically 3-5 years. However, the strategies that drive the work of the plan are adaptable and responsive to changing circumstances and conditions. Because it is impossible to do everything that needs attention simultaneously, a strategic plan sets out the organizational actions that are of the highest priority.

We focus our resources across all departments on achieving the district’s strategic priorities. For example, the annual budget is heavily influenced by the desired results outlined in the strategic plan. We allocate, and reallocate, dollars to support our improvement plans. Another example is the deployment of human resources. We recruit, hire, and retain staff that share our commitment to a 21st century education and show the greatest promise to contribute positively to the achievement of our mission. We support their professional development throughout their careers in CFSD.

Individual CFSD schools create improvement plans within the context of the district’s strategic plan. It is the expectation that each school analyzes its relevant learning data, identifies gaps between “what is” and “what should be,” and use an annual planning process to establish specific goals for improvement of student achievement. We believe that based on multiple measures of performance and a long-established culture of continuous improvement, CFSD is a successful system of schools. However, we also know that there is always significant growth potential to improve learning outcomes.

A strategic planning process is key to determining focuses for district-wide systemic improvement. It is a planning tool to help the system tend to excellence and equity of educational outcomes. The CFSD strategic plan focuses our system on the highest priority goals that will improve the learning outcomes produced by students. In order to expand our capacity to get the results we want, we need to pay attention to the systemic structures or the interrelationships of the elements of the system in order to leverage change over time to improve student learning.

HISTORICAL PERSPECTIVE

Prior to the current strategic plan, the Catalina Foothills School District “worked” three strategic plans spanning fifteen years. The CFSD Strategic Plan 2005-2009 was the beginning of an explicit focus on 21st century skill building. A large-scale strategic planning process identified 21st century learning as a priority for the district. This was important because the adoption of that plan was a formal commitment to pursue this work as a system.
Initially, there were few resources and tools available on 21st century skill-building or translating 21st century learning into action. The district was faced with the challenge of trying to foresee the future needs of students, how those new demands might impact our approach to student learning, and the complex process of implementation. Leadership and resources from organizations, such as the Partnership for 21st Century Learning and the Metiri Group, provided guidance in our early efforts.

CFSD engaged community members in a process that led to the identification of specific 21st century skills. This advisory committee of local business leaders, entrepreneurs, university professors, students, parents, and teachers considered the knowledge and skills that students will need for success during and beyond their PreK-12 educational experience. Their work initiated a focus on the formal development of these skills as an outcome for all students. What followed was a long-term action plan to collaboratively design and align curriculum, instruction, and assessment, embedding these identified 21st century skills into daily teaching and learning practices. We quickly learned that the work was not a linear process with an end point. Instead, it has been, and continues to be a dynamic, fluid, and constantly evolving process. Because it is our teachers who implement the work directly with their students, we believe that they need to be the main drivers in its creation.

Over the years, CFSD has continued to sharpen the focus through the ongoing development of professional practices and the revision of curriculum and assessments to more fully engage students in relevant, authentic learning contexts. Feedback and reflection have resulted in adjustments along the way. The accomplishments of the former strategic plans positioned us for the strategic planning effort that lead to the new plan that is currently underway.

STRATEGIC PLAN 2014 – 2020: MOVING BEYOND 21ST CENTURY SKILLS

CFSD utilized educational research, professional literature, and three year’s of district performance data to prepare for the process of creating the current strategic plan, and to better understand the characteristics and actions of high performing districts. The data and information were communicated through a 233-page report entitled, *Reframing Catalina Foothills School District’s System for Learning in the 21st Century*. Taken in the aggregate, this research base and the analysis of the data between 2010 and 2013 provided clear guidance on the actions the district could take to dramatically increase its effectiveness. The CFSD Governing Board engaged in a study of the report, which included an analysis of data received from CFSD parents, teachers, students, and administrators. These data, along with a variety of other information sources, influenced the new goals in the strategic plan. After months of discussion and deliberation at public board meetings, the CFSD Governing Board adopted the district’s current strategic plan in June 2014.

CFSD’s new strategic plan, Envision21 - Deep Learning 2014-2020, includes a revised Mission that communicates the district’s commitment or primary purpose, and a new Vision that describes the optimal future state the district aspires to for all students. The thirteen (13) Shared Core Values are deeply held beliefs that guide the district’s actions and decisions in order to maximize achievement.

The strategic plan sets out three main goals, each with two related sub-goals:

1) Reduce the gap between current and desired student academic achievement.
   - Increase the achievement of literacy and numeracy in all academic content areas by addressing students’ diverse needs and abilities.
   - Develop knowledge and skills that transfer to college, careers, and civic life.
ENVISION21 – DEEP LEARNING

STRATEGIC PLAN OVERVIEW

2) Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.

   • Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.

   • Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking (5c + s = dlp).

3) Partner with families and community to achieve our strategic priorities.

   • Engage in regular meaningful communication about student learning.

   • Foster strong relationships with and among CFSD alumni.

The Envision21: Deep Learning strategic plan preserves the prior focus on 21st century skill building, but reframes the skills as deep learning proficiencies with attention to self-regulation and mindsets. The explicit aim is *deep learning* that goes beyond the mastery of existing content knowledge to creating and using new knowledge and transferring it to new contexts. Instruction shifts from “coverage” of required content to embracing a focus on the learning process, and developing students’ capacity in the learning skills that empower them to take ownership of their learning (e.g., goal setting, self-monitoring, persistence, self-reflection).

The 2014-2020 strategic plan moves the system forward, challenging us to create relevant and rigorous curriculum that *deeply* engages our students through collaborative project approaches and other inquiry-based experiences. To be prepared for *their* future, our students need a more advanced set of skills - the capacity to think about problems in new ways, to design their own solutions, and to collaborate and communicate in diverse settings. It is no longer a question of academic success or work preparation or civic contribution, but rather a combination of all of these.
KEY CONCEPTS OF ENVISION21 – DEEP LEARNING STRATEGIC PLAN

Deep learning for students requires deep learning for educators. The key to helping our students pursue and demonstrate deep learning is to invest in the ongoing professional learning that builds the capacity to do this work. It requires a culture in which what and how we teach becomes the ongoing focus of peer analysis, discussion, and improvement. The iterative process of working with others to use evidence of student learning to enhance individual and collective practice is vital to improved pedagogy that maximizes student achievement.

The strategic plan is designed to advance our capacity to support student and adult learning. Defining the key concepts in the strategic plan, and building a collective common language around them, enables us to more consistently and effectively design professional learning and implement the goals and associated strategies that will lead to student success. Unless we have developed a common language with a shared understanding of the key concepts in our strategic plan, our call for deep learning will remain a worthy goal, but almost impossible to translate into purposeful classroom practice.

The primary focus of the Envision21 – Deep Learning strategic plan is to support and improve academic achievement. Six (6) key concepts were built into the plan that we believe will positively influence this outcome. They are Deep Learning, Transfer, Deep Learning Proficiencies (DLPs), College and Career Readiness, Academic Mindsets, and Learning How to Learn. These concepts are more explicitly discussed and defined below.

**DEEP LEARNING**

A review of the relevant literature and multiple models/frameworks contributed to the district’s definition and understanding of deep learning. They include the Hewlett Foundation (2013), Partnership for 21st Century Learning (P21) Framework (2010, 2014), The Four Keys to College and Career Readiness (Conley, 2013, 2014), The New Pedagogies (Fullan & Langworthy, 2014) and the National Research Council (NRC) Education for Life and Work (2012). While descriptions and/or definitions of deep[er] learning in these models may vary somewhat, there is enough similarity to provide common elements from which to base our definition and move toward approaches that lead to deep learning.

CFSD defines deep learning as requisite knowledge and skills that students need to learn efficiently to succeed in college, careers, and civic life. It is a process that enables students to become more proficient at developing a deeper understanding of rigorous academic content, and the ability to transfer and apply that understanding to novel problems and situations. It is also an outcome that results from the self-directed transfer of knowledge and skills to the understanding and mastery of complex content.

In classrooms where deep learning is the focus, students develop a range of skills to deeply engage in and take ownership of their learning. They have positive mindsets that help them learn more efficiently, and they believe what they are learning is important. The product of deep learning then is transferable knowledge and skills, and an understanding of how, why, and when to apply this knowledge to answer questions and solve new problems.

The table on the next page shows the four interconnected dimensions that are associated with our definition of deep learning. They have collectively become the focus of a system-wide effort to promote and create deep learning in our schools.
## Dimensions of Deep Learning in CFSD

### Deep Learning in the Catalina Foothills School District

<table>
<thead>
<tr>
<th>Academic Skills</th>
<th>Deep Learning Proficiencies</th>
<th>Learning How to Learn</th>
<th>Academic Mindsets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of Rigorous Academic Content</td>
<td>Application of Deep Learning Proficiencies (5c + s = dlp)</td>
<td>Self-regulation and Ownership of Learning:</td>
<td>Developing Academic Mindsets</td>
</tr>
<tr>
<td>Actively Participate in Learning</td>
<td>Citizenship</td>
<td>Planning &amp; Goal-setting</td>
<td>Belonging</td>
</tr>
<tr>
<td>Appropriate Level of Challenge</td>
<td>Creativity and Innovation</td>
<td>Self-instruction</td>
<td>Growth</td>
</tr>
<tr>
<td>Structure of Knowledge</td>
<td>Critical Thinking and Problem Solving</td>
<td>Help-seeking</td>
<td>My ability and competence grow with my effort.</td>
</tr>
<tr>
<td>Foundational &amp; Technical Knowledge and Skills</td>
<td>Communication</td>
<td>Collaborating</td>
<td>Self-efficacy</td>
</tr>
<tr>
<td>Acquire, Apply, and Transfer Knowledge and Skills</td>
<td>Collaboration</td>
<td>Progress monitoring</td>
<td>I can succeed.</td>
</tr>
<tr>
<td></td>
<td>Systems Thinking</td>
<td>Reflection</td>
<td>Relevance</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>This work has value and purpose for me.</td>
</tr>
</tbody>
</table>

### KNOWLEDGE AND SKILLS THAT TRANSFER TO COLLEGE, CAREERS, AND CIVIC LIFE

**TRANSFER**

A definition of deep learning is not complete without the element of transfer. When students go out into the world and encounter new experiences, they will need to draw on previous learning to solve new problems and challenges.

Transfer is the ability to apply or extend what one has learned in one context to new contexts. In some sense, the whole point of school learning is to be able to transfer what is learned to a wide variety of contexts outside of school. Yet the ability to transfer knowledge and skills is not a given. Quite often, information learned in a specific way, or in a particular context, does not transfer to another context. For example, students may memorize vocabulary words for a quiz, but they cannot use the words in their writing. Students may learn how to solve percentage problems at the end of a percentages unit,
but they do not know how to apply percentages when they are confronted with a different kind of problem outside of school. Learning that is not applied or put into practice reduces the likelihood of later transfer. Real life application is almost always much more complex than decontextualized instruction or rote learning of discrete skills.

If transfer is the primary goal of instruction then learning needs to be organized around the kinds of authentic problems and projects that are most often encountered in nonschool settings. Students need time to understand the meaning of new ideas, to draw connections to other ideas, to apply what they are learning to real tasks, to determine patterns of relationships, and to practice new skills.

“Active” learning in which students are asked to use ideas by writing and talking about them, apply what they have learned to more complex problems, and construct projects that require the integration of many ideas has been found to promote deep learning and stronger transfer. We are committed to helping our students actively put knowledge and skills into practice in new and challenging situations.

**DEEP LEARNING PROFICIENCIES (DLPs)**

Our students' preparation continues to require an expanding skill set if they are to flourish in a constantly changing world as lifelong, creative, connected, and collaborative problem solvers. CFSD reframed the previous 21st century skills and titled them “deep learning proficiencies” (DLPs). There are 5Cs + systems thinking (5c + s = dlp). The CFSD deep learning proficiencies are as follows:

- Citizenship
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration
- Communication
- Systems Thinking

CFSD developed a set of rubrics (K-2, 3-5, 6-8, and 9-12) for each DLP. Specific performance areas and indicators are used for teaching and measuring skill development. The rubrics provide a common vocabulary and illustrate a continuum of performance. By design, the rubrics have not been aligned to any specific subject area. They are intended to be contextualized within the academic content areas based on the selected performance area(s) and indicator(s) that will be taught and assessed. In practice, this means that not every performance area and indicator in each of the rubrics will be necessary in every lesson, unit, or assessment.

The inclusion of the DLPs in the current strategic plan reaffirms the district’s commitment to 21st century skill-building for all students. One significant change to the skill-building focus is the addition of citizenship. The performance areas for citizenship are cultural literacy, global systems and perspectives, and civic literacy and engagement. Our expectations for ongoing development of these skills are clearly defined in the CFSD rubrics for each DLP (see Resources for Deep Learning on the CFSD website). We intend to measure our students’ growth in all of these skills.
COLLEGE AND CAREER READINESS

One of the objectives of our Envision21 – Deep Learning strategic plan states that we will prepare our students for college, careers, and civic life. We aim to educate our students so they are able to transfer their knowledge and skills to their lives after high school graduation. This preparation begins the moment they enter our schools.

Dr. David Conley at the University of Oregon is the most prolific researcher of college and career readiness. After 18 years of study and research, he defines a college- and career-ready student as one who can qualify for and succeed in entry-level, credit-bearing college courses leading to a baccalaureate or certification, or career pathway-oriented training programs, without the need for remedial coursework.

Not every student requires the same proficiency in all areas to be college and career ready. Conley points out that a student’s interests and aspirations after high school influence the precise knowledge and skills necessary to be ready for postsecondary studies. Therefore, in CFSD we design an educational program that equips all students with sufficient knowledge and skills in four areas.

Dr. Conley refers to these four areas as the four “keys” - key cognitive strategies, key content knowledge, key learning skills and techniques, and key transition knowledge and skills. Students are ready to the degree to which they have mastered all four.

1. **Key Cognitive Strategies** describe the ways of thinking that are necessary for college-level work. Conley includes formulating hypotheses and developing problem-solving strategies, identifying sources and collecting information, analyzing and evaluating findings or conflicting viewpoints, organizing and constructing work products in a variety of formats, and monitoring and confirming the precision and accuracy of all work produced.

2. **Key Content Knowledge** refers to key foundational content and big ideas from core subjects that students must know well, and an understanding of the structure of knowledge in these subject areas, which enables students to gain insight into and retain what they are learning. The technical knowledge and skills associated with career aspirations are key, as are students’ explanations of why they succeed or fail in mastering this knowledge.

3. **Key Learning Skills and Techniques** consists of two broad categories: student ownership of learning, which includes goal setting, persistence, help seeking, and self-efficacy; and specific learning techniques such as time management, study skills, strategic reading, memorization techniques, collaborative learning, and self-monitoring.

4. **Key Transition Knowledge and Skills**, or “college-knowledge,” encompasses specific knowledge necessary to select an appropriate college, to apply and be admitted, to obtain financial aid, to be focused on an appropriate career or major upon admission, to understand college-level norms and expectations, and to be a self-advocate within the institutional framework of colleges and postsecondary programs.

Being college-ready and career-ready are similar. As such, it serves little useful purpose to separate students into two distinct groups in high school (one bound for college, the other for work). More and more jobs require some kind of postsecondary training. All students aspire to enter the workforce eventually and, to do so, all them will need a set of similar foundational thinking skills, content knowledge, and learning strategies if they are to succeed in their careers and be productive members of society. In CFSD we are committed to doing our part to make this happen.
Academic Mindsets

The research evidence suggests that one of the best levers for increasing students’ perseverance and improving their academic behaviors is by supporting the development of academic mindsets. Academic mindsets are students’ beliefs about themselves in relation to school and learning. It has been shown that students with positive academic mindsets work harder, engage in more productive academic behaviors, and persevere to overcome obstacles to success. The University of Chicago Consortium on Chicago School Research released a pivotal report in 2012 that shows academic mindsets are a better predictor of student success than any other determining factor.

One of our goals is to help our students understand how they can positively influence their own learning. We plan to intentionally develop academic mindsets so that our students can set and achieve challenging goals. CFSD is focusing on four mindsets:

- Belonging: I belong in this community.
- Growth: My ability and competence grow with my effort.
- Self-efficacy: I can succeed.
- Relevance: This work has value and purpose for me.

Belonging refers to students’ sense of connectedness to peers and adults in their classes and school. Students with a strong sense of belonging see themselves as members of not only a social community, but also an intellectual community. This is a strong motivator and helps students interpret setbacks as a natural part of the learning process.

Students with a growth mindset believe that they can change their abilities and competence with effort. They see effort as what makes people smart, persist in the face of setbacks, and are motivated to focus on continued growth. The growth mindset is the most powerful lever to improve learning because it is the driver of student behavior.

Related to the growth mindset is self-efficacy - the belief that one can succeed. Students must believe they are likely to achieve their goals if they are to sustain the hard work of learning something challenging. If students need help or resources, they must see a path they can take in order to obtain them. The stronger their growth mindset, the more students will seek ways to overcome adversities and search for alternate strategies to achieve their goals.

When students find academic work to be relevant to their lives, interests, and concerns, they are much more likely to engage in their learning in a sustained way and to perform well. It takes more energy to focus attention on a task that does not have direct value to the student.

In summary, when students feel a sense of belonging in a classroom and school community, believe that their efforts will increase their ability and competence, believe that success is possible and within their reach, and see work as interesting or relevant to their lives, they are much more likely to persist at academic tasks and to demonstrate the learning behaviors that lead to school success.
Learning How to Learn

The sixth and final key concept of the Envision21 - Deep Learning strategic plan is “learning how to learn.” We define learning how to learn as a skill-set that students need to own and manage their learning. David Conley (2014) refers to these skills as key learning skills and techniques. He argues, “No single factor may be more important to student success than the degree to which students take ownership of their learning and are allowed to do so” (p. 73).

When students have acquired these skills and techniques, they are able to monitor and direct their learning. They set learning goals and keep track of their progress; they know and apply a range of strategies and study skills (e.g., time management, note taking, strategic reading, technological proficiency); they reflect on their learning experiences and are aware of their strengths and weaknesses; they seek out new learning; they use failures and/or setbacks as opportunities for feedback; they care about the quality of their work; and they continue to seek new ways to learn challenging material (Conley, 2014; Hewlett Foundation, 2013).

While mastery of content knowledge and proficiency with complex thinking skills are certainly important, students must be able to employ a range of skills and techniques that are essential to the learning process and the transition to postsecondary pathways. Over the long term, these skills end up being just as important as content knowledge and thinking strategies. It is important that our students learn to master these skills to succeed in their academic courses and to also continue to learn once they have concluded their formal education. To learn something deeply, students need to internalize it and make it their own. To be able to use that learning and influence issues that matter to them, students need to participate substantively in the learning process. These key learning skills and techniques prepare our students to be lifelong learners.

District and School Improvement Plans

The improvement plan for the district and each CFSD school are in the next section of this document. The school improvement plans (SIPs) were created within the context of the district’s strategic plan. The principal and his/her school-based leadership team facilitated the development of a research-based school improvement plan with six achievable improvement goals, specific action plans tied to an annual timeline, and a monitoring component to gauge progress during the school year.
## CFSD Deep Learning Goals

### GOAL #1

Reduce the gap between current and desired student academic achievement.

- Increase the achievement of literacy and numeracy in all academic content areas by addressing students’ diverse needs and abilities.
- Develop knowledge and skills that transfer to college, careers, and civic life.

#### Literacy

**Strategy 1:** Support K-8 principals in the use of timely and accurate data sources (e.g., DRA2, DIBELS, phonics screener, phonemic awareness screener, progress monitoring, Six Minute Solution) to implement their school-specific Response to Intervention (RTI) plans. Build professional capacity in the implementation of targeted interventions for identified students.

**Strategy 2:** Create and implement targeted professional development in reading and writing literacy to build teacher capacity and support increased literacy achievement in English Language Arts and World Languages at grades 6-12. Provide follow-up coaching to support classroom implementation.

#### Numeracy

**Strategy 1:** Provide professional development and coaching to increase the capacity of Math 8 and Algebra I teachers to support students in developing the critical thinking, literacy, and mathematics dispositions and skills necessary for success in advanced mathematics offerings.

**Strategy 2:** Expand middle school mathematics programming to assist students to successfully access and succeed in Algebra I by eighth grade and prepare them for advanced academic offerings at the high school.

**Strategy 3:** Create and implement extended year academic support programs at middle school to assist students most at-risk of not meeting the mathematics standards to access and succeed in subsequent classes/courses (grade 7 to grade 8 and grade 8 to Algebra 1).

#### Transfer

**Strategy 1:** Create and use a CFSD profile of performance indicators with actionable metrics to communicate student performance and provide information for improvement based on David Conley’s Four Keys to College and Career Readiness.

**Strategy 2:** Create and implement professional development on the skills and behaviors of self-regulation and ownership of learning with a focus on strategies for self-reflection and goal setting.

**Strategy 3:** Support the development of district common performance-based assessments in writing at the middle school and social studies and science at the high school, using the cross-disciplinary design principles and process of the College and Work Readiness Assessment (CWRA+).

### GOAL #2

Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.

- Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.
- Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.

#### Mindsets

**Strategy 1:** Expand and implement professional development in all of the four mindsets (belonging, growth, self-efficacy, and relevance) their relationship to each other, and the overall impact on student learning when effectively implemented and modeled.
### DLPs

| Strategy 1 | Develop teacher capacity in project and problem based learning to build students’ creative problem solving (e.g., creativity and innovation, critical thinking and problem solving) and collaboration skills. |
| Strategy 2 | Develop teachers’ knowledge of and skills in the use of systems thinking concepts and tools. Create a plan of application relevant to their work. |
| Strategy 3 | Support the second year implementation of elementary robotics at grades 2-5 using revised missions, reflection tools, and measures for collaboration. |

### CFSD DEEP LEARNING GOALS

**GOAL #3**

- Partner with families and community to achieve our strategic priorities.
- Engage in regular meaningful communication about student learning.
- Foster strong relationships with and among CFSD alumni.

### COMMUNICATION

| Strategy 1 | Support PreK-12 principals’ implementation of regular, two-way communication with families that provides multiple opportunities to become more engaged in academic programs and their students’ learning. |
| Strategy 2 | Track the college and career progress of CFSD alumni. |
| Strategy 3 | Expand the social media presence of CFSD to report out the accomplishments of CFSD alumni to the broader community of CFSD, Tucson, and beyond. |
| Strategy 4 | Expand the **Expert Resource** program to connect alumni with current CFSD students. |
CATALINA FOOTHILLS HIGH SCHOOL: 2015-2016 SCHOOL IMPROVEMENT PLAN

CFSD DEEP LEARNING GOALS

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>CFSD DEEP LEARNING GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce the gap between current and desired student academic achievement.</td>
<td></td>
</tr>
<tr>
<td>➢ Increase the achievement of literacy and numeracy in all academic content areas by addressing students’ diverse needs and abilities.</td>
<td></td>
</tr>
<tr>
<td>➢ Develop knowledge and skills that transfer to college, careers, and civic life.</td>
<td></td>
</tr>
</tbody>
</table>

CATALINA FOOTHILLS HIGH SCHOOL – DEEP LEARNING GOALS & STRATEGIES

<table>
<thead>
<tr>
<th>Goal #1</th>
<th>CATALINA FOOTHILLS HIGH SCHOOL – DEEP LEARNING GOALS &amp; STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ By Spring 2016, students in grades 9-12 will increase achievement in literacy skills as measured by specific district common assessment rubrics for each performance task.</td>
<td></td>
</tr>
<tr>
<td>a. Students with a beginning of the year score of 1.0 or 1.5 will increase on the rubric scale by 1 point or more.</td>
<td></td>
</tr>
<tr>
<td>b. Students with a beginning of the year score of 2.0 or 2.5 will increase on the rubric scale by 0.5 points or more.</td>
<td></td>
</tr>
<tr>
<td>c. Students with a beginning of the year score of 2.0 or 3.5 will maintain current score or improve by 0.5 points or more.</td>
<td></td>
</tr>
</tbody>
</table>

**LITERACY**

**Strategy 1**: Build English teachers’ knowledge and understanding of effective common assessment practices and the criteria for high quality work.

**Strategy 2**: Implement high yield instructional strategies to assist all students in achieving the literacy standards. Use timely and accurate data sources to identify students for targeted interventions and extended learning opportunities.

---

<table>
<thead>
<tr>
<th>Course</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>From 22.9% to 17.9%</td>
<td>From 17.4% to 12.4%</td>
</tr>
<tr>
<td>Geometry</td>
<td>From 20.1% to 15.1%</td>
<td>From 19.5% to 14.5%</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>From 16.5% to 11.5%</td>
<td>From 8.4% to 3.4%</td>
</tr>
</tbody>
</table>

---

**NUMERACY**

**Strategy 1**: Develop and implement a repertoire of effective instructional strategies and interventions to assist all students in achieving the mathematics standards. Use timely and accurate data sources to provide targeted interventions and extended learning opportunities.

**Strategy 2**: Build the capacity of the math teachers to effectively implement the NCTM identified Mathematics Teaching Practices (Principles to Actions) to promote students’ deep learning of mathematics.

---

<table>
<thead>
<tr>
<th>Course</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student thinking skills necessary to solve complex problems in Science and Social Studies will increase from 28% to 88%, as measured by a pre-assessment administered in September 2015 and an end-of-year assessment administered in April 2016. [Multiple assessments and measures will be used during the 2015-2016 school year to determine growth in overall student achievement.]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**TRANSFER**

**Strategy 1**: Develop and implement a repertoire of effective instructional strategies that integrate identified thinking skills and disciplinary content in Social Studies and Science. Use timely and accurate data sources to identify students for targeted interventions and extended learning opportunities.
CFSD DEEP LEARNING GOALS

GOAL #2

Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.

- Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.

- Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.

CATALINA FOOTHILLS HIGH SCHOOL – DEEP LEARNING GOALS & STRATEGIES

GOAL #2

Ø By Spring 2016, the percentage of students who perceive they have a growth mindset will increase from 46% to 82%, as measured by a student perception survey administered in Fall 2015 and Spring 2016.

**Strategy 1:** Build the capacity of teachers of freshman and teachers in the content areas of World Language, Fine Arts, Kinetic Wellness, and Special Education to explicitly teach and model the qualities of a growth mindset to increase the growth mindset in students.

**Strategy 2:** Develop and implement strategies to increase student participation in AP classes and exams.

Ø The percentage of students who score proficient or higher in the deep learning proficiency identified by each content area will increase from ____% to ____% (see below), as measured by performance on authentic classroom summative tasks/assessments as reported in TeacherVUE. The specific increases are indicated below:

<table>
<thead>
<tr>
<th>DLP / Department</th>
<th>Median of 1st quartile</th>
<th>Upper bound of 1st quartile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication: Special Ed</td>
<td>75.5</td>
<td>82.2</td>
</tr>
<tr>
<td>Communication: World Languages</td>
<td>2.96</td>
<td>3.0</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving: Math</td>
<td>63.0</td>
<td>72.1</td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving: Engineering</td>
<td>74.4</td>
<td>80.3</td>
</tr>
<tr>
<td>Systems Thinking: Science</td>
<td>71.2</td>
<td>80.0</td>
</tr>
<tr>
<td>Creativity and Innovation: Fine Arts</td>
<td>85.0</td>
<td>91.6</td>
</tr>
<tr>
<td>Creativity and Innovation: English</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>Citizenship: Social Studies</td>
<td>2.0</td>
<td>2.5</td>
</tr>
</tbody>
</table>

**Strategy 1:** Build teacher and student knowledge and understanding of all of the deep learning proficiencies (DLPs).

CFSD DEEP LEARNING GOALS

GOAL #3

Partner with families and community to achieve our strategic priorities.

- Engage in regular meaningful communication about student learning.

- Foster strong relationships with and among CFSD alumni.

CATALINA FOOTHILLS HIGH SCHOOL – DEEP LEARNING GOAL & STRATEGY

GOAL #3

Ø The percentage of parents/guardians who report that they have a clear and accurate understanding of their student’s progress will increase from 75% to 90% as measured by a parent communication survey administered by May 2016.

**Strategy 1:** Increase two-way communication with parents to support students in their learning.

2015-2016: CFHS School Improvement Plan (CFSD)
### CFSD DEEP LEARNING GOALS

**GOAL #1**

Reduce the gap between current and desired student academic achievement.

- Increase the achievement of literacy and numeracy in all academic content areas by addressing students’ diverse needs and abilities.
- Develop knowledge and skills that transfer to college, careers and civic life.

### ESPERERO CANYON MIDDLE SCHOOL – DEEP LEARNING GOALS & STRATEGIES

**GOAL #1**

- The percentage of students in grades 6-8 who will score proficient or higher on the English Language Arts assessed writing topics of Text Types and Purposes, Knowledge of Language, and Language Conventions will increase from ___% to ___%, as measured by a district common writing pre-assessment administered in September 2015 and end-of-year assessment administered in May 2016 as follows:

  **Text Types and Purposes**
  - Sixth Grade: From 6% to 97%
  - Seventh Grade: From 19% to 91%
  - Eighth Grade: From 19% to 91%

  **Knowledge of Language**
  - Sixth Grade: From 18% to 97%
  - Seventh Grade: From 33% to 92%
  - Eighth Grade: From 33% to 92%

  **Language Conventions**
  - Sixth Grade: From 22% to 97%
  - Seventh Grade: From 32% to 97%
  - Eighth Grade: From 32% to 91%

**Strategy 1:** Build capacity in teachers’ writing strategies and skills to provide a rigorous, aligned, and coherent system of writing instruction at grades 6-8.

- The percentage of students in grades 6-8 who score proficient* or higher in Problem Solving will increase from ___% to ___% (see below), as measured by the Beginning-of-Year (BOY) and End-of-Year (EOY) district common assessments, administered in August 2015 (BOY) and May 2016 (EOY).

  1. The percentage of students in grade 6 who score proficient* or higher in Problem Solving will increase from 2% to 96%. (*Proficiency = 2.5/4)
  2. The percentage of students in grade 7 who score proficient* or higher in Problem Solving will increase from 23% to 71%. (*Proficiency = 2.5/4)
  3. The percentage of students in grade 8 who score proficient* or higher in Problem Solving will increase from 0% to 100%. (*Proficiency = 2.5/4)

**Strategy 1:** Build teacher capacity in the instruction of the Mathematical Practices with a focus on practice #1, “Make sense of problems and persevere in solving them,” in order to improve student performance in solving contextualized real-world problems.

- ECMS students will demonstrate growth over time in “Ownership of Learning” skills (self-awareness, goal setting, monitoring, help-seeking) as measured by student reflections about their learning using selected reflection (self-assessment) tools and rubrics with established criteria in January, March, and May of the 2015-2016 school year.

**Strategy 1:** Build teacher capacity, school-wide, to engage students in regular self-reflection (self-assessment) on academic progress and learning behaviors.
## CFSD DEEP LEARNING GOALS

**GOAL #2**

- Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.
- Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.
- Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.

### ESPERERO CANYON MIDDLE SCHOOL – DEEP LEARNING GOALS & STRATEGIES

**GOAL #2**

#### MINDSETS

- **By May 2016,** the percentage of students in grades 6, 7, and 8 who perceive that they belong to the ECMS community will increase, on average, from 44% to 49% as measured by the Quaglia Student Voice Survey, administered in October 2015 and May 2016.
  - **By Grade Level:**
    - Sixth Grade: From 46% to 51%
    - Seventh Grade: From 52% to 57%
    - Eighth Grade: From 35% to 40%

**Strategy 1:** Build teacher capacity in how to incorporate student voice into decision-making in the classroom and school.

#### DLPs

- The percentage of students in science and social studies at grades 6, 7, and 8 who score proficient or higher in the deep learning proficiencies of Critical Thinking and Problem Solving, Creativity and Innovation, and Communication (as designated per content area) will increase from ___% to ___% (see below), as measured by the district common science and social studies assessments administered during first and second semester of the 2015-2016 school year.
  - **Social Studies**
    - Grade 6: From 59% to 100% (DLP: Communication)
    - Grade 7: From 26% to 100% (DLP: Creativity and Innovation)
    - Grade 8: From 41% to 100% (DLP: Critical Thinking and Problem Solving)
  - **Science**
    - Grade 6: From 59% to 100% (DLP: Critical Thinking and Problem Solving)
    - Grade 7: From 36% to 100% (DLP: Critical Thinking and Problem Solving)
    - Grade 8: From 43% to 100% (DLP: Critical Thinking and Problem Solving)

**Strategy 1:** Build teacher and student knowledge and understanding of the performance areas and their indicators of the deep learning proficiencies (DLPs), with a focus on Critical Thinking and Problem Solving.

## CFSD DEEP LEARNING GOALS

**GOAL #3**

- Partner with families and community to achieve our strategic priorities.
- Engage in regular meaningful communication about student learning.
- Foster strong relationships with and among CFSD alumni.

### ESPERERO CANYON MIDDLE SCHOOL – DEEP LEARNING GOAL & STRATEGIES

**GOAL #3**

- **By Spring 2016,** Esperero Canyon Middle School will implement regular, two-way communication with families to provide multiple opportunities to become more engaged in ECMS’s academic programs and their students’ learning.

**Strategy 1:** Increase the frequency and quality of interactions between home and school to improve student learning.

**Strategy 2:** Maximize the use of technological tools and resources to engage families with the school about student learning.
**CFSD DEEP LEARNING GOALS**

**GOAL #1**
Reduce the gap between current and desired student academic achievement.

- Increase the achievement of literacy and numeracy in all academic content areas by addressing students’ diverse needs and abilities.
- Develop knowledge and skills that transfer to college, careers, and civic life.

---

**ORANGE GROVE MIDDLE SCHOOL — DEEP LEARNING GOALS & STRATEGIES**

**GOAL #1**

**LITERACY**

- **Writing Goal** - The percentage of students scoring at a proficient level or higher on the “Text Types and Purposes” performance area of the rubric will increase by 50% or more for each grade level as measured by a pre- and post-English Language Arts (ELA) District Common Writing Assessment.

- **Reading Goal** - The percentage of targeted students who score at benchmark or beyond in reading fluency will increase from 72% to 92%, as measured by the fluency subtest of the MindPlay assessment, administered in fall 2015 and spring 2016.

**Strategy 1:** Increase the number of students who are proficient in reading comprehension and fluency. Use timely and accurate data sources to identify students for targeted interventions.

**Strategy 2:** Increase student skills in evidence-based reading and writing using the critical thinking skill of constructing support across the curriculum.

**NUMERACY**

- **1.** Students at some risk or high risk will achieve the level of computational fluency goals in 6th and 7th grades as follows:
  - a. By spring 2016, 85% of 6th grade students will achieve a raw score of 80 or above on the 6th grade DIBELS Math computation assessment.
  - b. By spring 2016, 90% of 7th grade students targeted for intervention will achieve a raw score of 80 or above on the 6th grade DIBELS Math computation assessment (*Targeted students are those who did not achieve a raw score of 60 or above in the spring of their 6th grade year).

- **2.** By Spring 2016, students in grades 6-8 will increase achievement in the use of the Mathematical Practices as measured by specific district common assessment rubrics that are used with each performance task.
  - a. Students with a beginning of year score of 1.0 or 1.5 will increase on the rubric scale by 1 point or more.
  - b. Students with a beginning of year score of 2.0 or 2.5 will increase on the rubric scale by 0.5 points or more.
  - c. Students with a beginning of year score of 3.0 or 3.5 will maintain this score or improve by 0.5 points or more.

**Strategy 1:** Implement effective instructional interventions to assist all students in achieving mathematical computation skills. Use timely and accurate data sources to identify students for targeted interventions.

**Strategy 2:** Improve students’ knowledge of mathematical concepts, skills, and strategies in order to solve contextualized real-world problems that require application of the following Mathematical Practices:

- **MP.1.** Make sense of problems and persevere in solving them.
- **MP.2.** Reason abstractly and quantitatively.
- **MP.3.** Construct viable arguments and critique the reasoning of others.
- **MP.6.** Attend to precision.
1. Students will increase their perceived level of knowledge and use of the “Ownership of Learning Skills” from 55.9% to 60.9%, as measured by the Ownership of Learning Survey administered in the fall of 2015 and spring of 2016.
2. Student perception of time management will be measured using two pre-and post-survey items to be administered in August 2015 and April 2016:
   - Increase the percentage of students who disagree or strongly disagree on the survey item, “I feel stressed about a lack of time to get things done,” from 28.7% to 64.3%.
   - Increase the percentage of students who disagree or strongly disagree on the survey item, I often feel that I am over-scheduled or have too many things that I have to do or go to,” from 35.9% to 67.9%.

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th>CFSD DEEP LEARNING GOALS</th>
<th>GOAL #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.</td>
<td>Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.</td>
<td>Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.</td>
</tr>
<tr>
<td>Targeted 6th grade students will demonstrate an increase in growth mindset (ability and competence to grow with effort), as measured with student self-report items on a pre- and post-survey, administered in August 2015 and May 2016.</td>
<td>By the end of the 2015-2016 school year, the percentage of students who score proficient or higher in the deep learning proficiency (DLP) of Critical Thinking and Problem Solving will increase from 27.07% to 61.47%, as evidenced by performance on English Language Arts summative tasks/assessments reported in TeacherVue.</td>
<td>Build teacher knowledge and understanding of various systems thinking tools (e.g., Iceberg, Behavior Over Time Graphs [BOTGs], Connection Circles, Stock-Flow diagrams) and apply them to learning about mindsets, transfer, and literacy.</td>
</tr>
<tr>
<td>Strategy 1: Build the capacity of teachers to explicitly teach and model the qualities of a growth mindset.</td>
<td>Strategy 1: Build teacher knowledge and understanding of various systems thinking tools (e.g., Iceberg, Behavior Over Time Graphs [BOTGs], Connection Circles, Stock-Flow diagrams) and apply them to learning about mindsets, transfer, and literacy.</td>
<td>Strategy 2: Build teacher knowledge and understanding of the performance areas and indicators related to the DLP of Critical Thinking and Problem Solving for implementation in the curriculum.</td>
</tr>
<tr>
<td>Strategy 2: Redesign the Student Support Program (SSP) for the purpose of increasing the growth mindset of the 6th grade students.</td>
<td>Implement regular, two-way communication with families to provide multiple opportunities to become more engaged in academic programs and their students’ learning.</td>
<td>Increase the frequency and quality of interactions between home and school to improve student learning.</td>
</tr>
</tbody>
</table>

GOAL #3

<table>
<thead>
<tr>
<th>CFSD DEEP LEARNING GOALS</th>
<th>GOAL #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner with families and community to achieve our strategic priorities.</td>
<td>Engage in regular meaningful communication about student learning.</td>
</tr>
<tr>
<td>Foster strong relationships with and among CFSD alumni.</td>
<td>Implement regular, two-way communication with families to provide multiple opportunities to become more engaged in academic programs and their students’ learning.</td>
</tr>
<tr>
<td>Strategy 1: Increase the frequency and quality of interactions between home and school to improve student learning.</td>
<td>Strategy 2: Maximize the use of technological tools and resources to engage families with the school about student learning.</td>
</tr>
</tbody>
</table>

2015-2016; OGMS School Improvement Plan (CFSD)
CANYON VIEW ELEMENTARY SCHOOL: 2015-2016 SCHOOL IMPROVEMENT PLAN

CFSD DEEP LEARNING GOALS

GOAL #1

Reduce the gap between current and desired student academic achievement.

- Increase the achievement of literacy and numeracy in all academic content areas by addressing students' diverse needs and abilities.
- Develop knowledge and skills that transfer to college, careers, and civic life.

CANYON VIEW ELEMENTARY – DEEP LEARNING GOALS & STRATEGIES

GOAL #1

LITERACY

Reading:

- The percentage of students in grades K-5 who reach end-of-the-year core benchmark status will increase from ___% to ___% (see below), as measured by DIBELS (Dynamic Indicators of Basic Early Literacy Skills).
  
  - Kindergarten: From 57% to 69%
  - First Grade: From 49% to 58%
  - Second Grade: From 61% to 67%
  - Third Grade: From 64% to 65%
  - Fourth Grade: From 56% to 58%
  - Fifth Grade: From 54% to 57%

Writing:

- The percentage of students in grades 1-5 who will score proficient or higher in Writing Text Types and Purposes and Critical Thinking and Problem Solving will increase from ___% to ___% (see below), as measured by a school-based pre-assessment administered in September 2015 and the district common [post] writing assessment administered as follows:

<table>
<thead>
<tr>
<th>Text Types and Purposes</th>
<th>Critical Thinking and Problem Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Grade:</td>
<td>First: Grade From 19% to 85%</td>
</tr>
<tr>
<td>Second Grade:</td>
<td>Second Grade: From 32% to 100%</td>
</tr>
<tr>
<td>Third Grade:</td>
<td>Third Grade: From 7% to 75%</td>
</tr>
<tr>
<td>Fourth Grade:</td>
<td>Fourth Grade: From 0% to 83%</td>
</tr>
<tr>
<td>Fifth Grade:</td>
<td>Fifth Grade: From 0% to 54%</td>
</tr>
</tbody>
</table>

Strategy 1: Implement effective instructional interventions to assist all students in achieving the reading standards. Use timely and accurate data sources to identify students for targeted interventions and extended learning opportunities.

Strategy 2: Build professional capacity in the implementation of the CFSD writing standards with a focus on the performance areas for evidence-based opinion writing.

NUMERACY

- By Spring 2016, the percentage of Canyon View students in grades K-5 who score a 3.0 and above in Problem Solving will increase from ___% to ___% (see below), as measured by the Beginning-of-Year (BOY) and End-of-Year (EOY) District Common Assessments administered in August 2015 (BOY) and May 2016 (EOY).

  - Kindergarten: From 0% to 23%
  - First Grade: From 2% to 44%
  - Second Grade: From 0% to 63%
  - Third Grade: From 11% to 68%
  - Fourth Grade: From 15% to 54%
  - Fifth Grade: From 18% to 39%

Strategy 1: Implement effective instructional interventions to assist targeted students in achieving the mathematics standards. Use timely and accurate data sources to identify students for targeted interventions and extended learning opportunities.
**GOAL #1**

**STRATEGIES & STRATEGIES**

Provide elementary.

**DEEP LEARNING GOALS**

- Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.
- Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.
- Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.

**CANYON VIEW ELEMENTARY – DEEP LEARNING GOAL & STRATEGIES**

**GOAL #2**

**MINDSETS**

- The percentage of K-5 students who demonstrate a growth mindset about their ability to achieve intellectual and personal excellence will increase on average from 56% to 100% as measured by the Canyon View Growth Mindset Survey administered in the fall of 2015 and spring of 2016.

**DLPS**

- The percentage of students who score proficient or higher in the DLP of Critical Thinking and Problem Solving on the district’s math common performance-based assessments (DCAs) will increase on average from ___% to ___% (see below), as reported in TeacherVUE during the 2015-2016 school year.
  - First Grade: From 20% to 86%
  - Second Grade: From 51% to 100%
  - Third Grade: From 6% to 76%
  - Fourth Grade: From 30% to 93%
  - Fifth Grade: From 64% to 96%

**GOAL #3**

**COMMUNICATION**

- Implement regular, two-way communication with families that provides multiple opportunities to become more engaged in academic programs and their students’ learning.

**Strategy 1:** Increase the quality of interactions between home and school to improve student learning.

**Strategy 2:** Maximize the use of technological tools and resources to engage families with the school about student learning.
# CATALINA FOOTHILLS SCHOOL DISTRICT
## STRATEGIC PLAN 2014-2020
### MANZANITA ELEMENTARY SCHOOL: 2015-2016 SCHOOL IMPROVEMENT PLAN

## CFSD DEEP LEARNING GOALS

**GOAL #1**

- Reduce the gap between current and desired student academic achievement.
- Increase the achievement of literacy and numeracy in all academic content areas by addressing students’ diverse needs and abilities.
- Develop knowledge and skills that transfer to college, careers and civic life.

## MANZANITA ELEMENTARY – DEEP LEARNING GOALS & STRATEGIES

### GOAL #1

**LITERACY**

- By Spring 2016, the percentage of students in grades 1-5 who score at benchmark or above in oral reading fluency will increase, as follows, as measured by the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Oral Reading Fluency assessment administered in August and April:
  - Grade 1: From 67% in December 2015 to 72% in April 2016
  - Grade 2: From 56% in August 2015 to 61% in April 2016
  - Grade 3: From 53% in August 2015 to 58% in April 2016
  - Grade 4: From 60% in August 2015 to 65% in April 2016
  - Grade 5: From 55% in August 2015 to 60% in April 2016

**Strategy 1:** Identify, create, and implement effective instructional strategies to assist all students in achieving the reading standards.

**NUMERACY**

- The percentage of students in grades 1-5 who score proficient (3.0) or higher in Critical Thinking and Problem Solving will increase from ____% to ____% (see below), as measured by the district common math assessments administered during the 2015-2016 school year.
  - Grade 1: From 76% to 100%
  - Grade 2: From 65% to 97%
  - Grade 3: From 46% to 97%
  - Grade 4: From 34% to 97%
  - Grade 5: From 72% to 100%

**Strategy 1:** Increase the use of the Mathematical Practices (MP1 and MP3) in daily instruction by engaging students in authentic problem solving.

**TRANSFER**

- Students will demonstrate mastery of the disciplinary knowledge and skills needed to conduct inquiry and solve real-world problems through project based learning, as measured by designated assessments and project scoring rubrics, according to the timeline of the project.

**Strategy 1:** Build capacity in the eight (8) essential elements of project based learning in order to engage students in a deeper level of learning.

## CFSD DEEP LEARNING GOALS

**GOAL #2**

- Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.
- Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.
- Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.
# MANZANITA ELEMENTARY – DEEP LEARNING GOALS & STRATEGIES

## GOAL #2

### MINDSETS

- The percentage of students in grades 3-5 who perceive that their work has value and purpose will increase from 71% to 90%, as measured by the Manzanita Student Survey (Mindset 4 questions), administered in Spring 2016.

**Strategy 1:** Build the capacity of teachers to create and provide learning experiences in the classroom that influence the degree to which students perceive their work to have value/relevance, interest, and purpose.

### DLPs

- The percentage of students in grades 1-5 who score proficient or higher in Critical Thinking and Problem Solving will increase from ___% to ___%, as measured by the district common math assessments/tasks, administered during the 2015-2016 school year.
  
<table>
<thead>
<tr>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
<th>Grade 4</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>From 76% to 100%</td>
<td>From 65% to 97%</td>
<td>From .01% to 46%</td>
<td>From 34% to 97%</td>
<td>From 72% to 100%</td>
</tr>
</tbody>
</table>

**Strategy 1:** Build teacher understanding and application of the performance areas and indicators of the deep learning proficiency, Critical Thinking and Problem Solving, in order to increase student performance on common mathematics assessments/tasks.

## CFSD DEEP LEARNING GOALS

### GOAL #3

Partner with families and community to achieve our strategic priorities.

- Engage in regular meaningful communication about student learning.
- Foster strong relationships with and among CFSD alumni.

## MANZANITA ELEMENTARY – DEEP LEARNING GOALS & STRATEGIES

### GOAL #3

- Implement regular, two-way communication with families that provide multiple opportunities to become more engaged in academic programs and their students’ learning.

**Strategy 1:** Increase the frequency and quality of interactions between home and school to improve student learning.

**Strategy 2:** Engage parents in ways to use the technological tools and resources available for interaction with teachers about their student’s learning.
## CFSD Deep Learning Goals

**Goal #1**
Reduce the gap between current and desired student academic achievement.

- Increase the achievement of literacy and numeracy in all academic content areas by addressing students’ diverse needs and abilities.
- Develop knowledge and skills that transfer to college, careers and civic life.

### Sunrise Drive Elementary – Deep Learning Goals & Strategies

#### LITERACY

- The percentage of students in grades 1-5 who score proficient or higher in comprehension will increase from ___% to ___% (see below), as measured by the Developmental Reading Assessment (DRA2), administered at each grade level as follows:
  - First Grade: From 6% to 75% measured in August, April/May
  - Second Grade: From 45% to 82% measured in August, April/May
  - Third Grade: From 5% to 92% measured in August, April/May
  - Fourth Grade: From 31% to 81% measured in August, April/May
  - Fifth Grade: From 25% to 61% measured in August, April/May

- The percentage of students in grades K-5 who score proficient or higher in the writing text type, opinion, will increase from ___% to ___% (see below), as measured by the Lucy Calkins “On-Demand Writing Prompts,” administered at each grade level as follows:
  - Kindergarten: From 7% to 99% measured in August and May
  - First Grade: From 5% to 87% measured in August and May
  - Second Grade: From 3% to 90% measured in August and May
  - Third Grade: From 0% to 15% measured in August and May
  - Fourth Grade: From 0% to 81% measured in August and May
  - Fifth Grade: From 0% to 55% measured in August and May

**Strategy 1:** Identify and/or create and implement effective instructional interventions to assist all students in achieving the reading standards. Use timely and accurate data sources to identify students for targeted interventions and extended learning opportunities.

**Strategy 2:** Identify and implement consistent and researched-based writing instruction to assist all students in achieving the writing standards.

#### NUMERACY

- The percentage of students in grades K-5 who score proficient or higher in Problem Solving will increase from ___% to ___% (see below), as measured by the Beginning-of-Year (BOY) and End-of-Year (EOY) district common assessments administered in August 2015 (BOY) and May 2016 (EOY).
  - Kindergarten: From 0% to 86% (*Proficiency = 38/44)
  - First: From 2% to 89% (*Proficiency = 48/60)
  - Second: From 1% to 80% (*Proficiency = 50/62)
  - Third: From 8% to 93% (*Proficiency = 51/69)
  - Fourth: From 20% to 63% (*Proficiency = 65/86)
  - Fifth: From 19% to 80% (*Proficiency = 52/69)

**Strategy 1:** Identify and/or create and implement effective instructional strategies to assist all students in achieving the mathematical standards and practices.

**Strategy 2:** Improve teachers’ and students’ knowledge of mathematical concepts, skills, and strategies related to the application of the eight (8) mathematical practices.
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

- Students will demonstrate mastery of the disciplinary knowledge and skills needed to conduct inquiry and solve real-world problems through problem- and/or project-based learning, as measured by project scoring rubrics or a science fair “write-up” created for each problem or project, according to the timeline of the project.

**Strategy 1:** Develop and implement K-5 authentic learning experiences that engage students in a deeper level of learning.

**CFSD Deep Learning Goals**

<table>
<thead>
<tr>
<th>GOAL #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.</td>
</tr>
<tr>
<td>Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.</td>
</tr>
<tr>
<td>Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.</td>
</tr>
</tbody>
</table>

**Sunrise Drive Elementary – Deep Learning Goals & Strategies**

<table>
<thead>
<tr>
<th>GOAL #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>The percentage of students at grades 3-5 who demonstrate a growth mindset about their ability to achieve intellectual and personal excellence will increase from 62% to 67%, as measured by selected pre- and post-survey questions on the Panorama Student Survey, to be administered in April 2015 and April 2016.</td>
</tr>
<tr>
<td><strong>Strategy 1:</strong> Explicitly teach and model the qualities of a growth mindset.</td>
</tr>
<tr>
<td><strong>Strategy 2:</strong> Develop and implement the Positive Behavioral Interventions and Supports (PBIS) program.</td>
</tr>
</tbody>
</table>

- The percentage of students in grades K-5 who score proficient or higher in the deep learning proficiencies of Critical Thinking and Problem Solving and Creativity and Innovation will increase from 78% to 84%, as evidenced by performance on authentic summative tasks/assessments and/or project/problem-based learning goals as reported in the TeacherVue grade book during the 2015-2016 school year.

| **Strategy 1:** Build teacher and student knowledge and understanding of the performance areas and their indicators in the deep learning proficiencies (DLPs) of Critical Thinking and Problem Solving and Creativity and Innovation. |

**CFSD Deep Learning Goals**

<table>
<thead>
<tr>
<th>GOAL #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Partner with families and community to achieve our strategic priorities.</td>
</tr>
<tr>
<td>Engage in regular meaningful communication about student learning.</td>
</tr>
<tr>
<td>Foster strong relationships with and among CFSD alumni.</td>
</tr>
</tbody>
</table>

**Sunrise Drive Elementary – Deep Learning Goals & Strategies**

<table>
<thead>
<tr>
<th>GOAL #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement regular, two-way communication that provides multiple opportunities for families to become more engaged in academic programs and their students' learning.</td>
</tr>
<tr>
<td><strong>Strategy 1:</strong> Increase the frequency and quality of interactions between home and school to improve student learning.</td>
</tr>
<tr>
<td><strong>Strategy 2:</strong> Maximize the use of technological tools and resources to engage families with the school about student learning.</td>
</tr>
</tbody>
</table>
CFSD DEEP LEARNING GOALS

<table>
<thead>
<tr>
<th>GOAL #1</th>
<th>CFSD DEEP LEARNING GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reduce the gap between current and desired student academic achievement.</td>
<td></td>
</tr>
<tr>
<td>➢ Increase the achievement of literacy and numeracy in all academic content areas by addressing students’ diverse needs and abilities.</td>
<td></td>
</tr>
<tr>
<td>➢ Develop knowledge and skills that transfer to college, careers, and civic life.</td>
<td></td>
</tr>
</tbody>
</table>

VENTANA VISTA ELEMENTARY – DEEP LEARNING GOALS & STRATEGIES

<table>
<thead>
<tr>
<th>GOAL #1</th>
<th>VENTANA VISTA ELEMENTARY – DEEP LEARNING GOALS &amp; STRATEGIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ The percentage of students in grades 1-5 who will score proficient or higher in Critical Thinking and Problem Solving and Writing Text Types and Purposes will increase from ____% to ____% (see below), as measured by a school-based pre-assessment administered in September 2015 and the district common [post] writing assessment administered in April 2016 as follows:</td>
<td></td>
</tr>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td><strong>Critical Thinking and Problem Solving</strong></td>
</tr>
<tr>
<td>First: From 1% to 74%</td>
<td>First: From 1% to 72%</td>
</tr>
<tr>
<td>Second: From 7% to 86%</td>
<td>Second: From 3% to 88%</td>
</tr>
<tr>
<td>Third: From 0% to 71%</td>
<td>Third: From 4% to 82%</td>
</tr>
<tr>
<td>Fourth: From 11% to 79%</td>
<td>Fourth: From 26% to 81%</td>
</tr>
<tr>
<td>Fifth: From 14% to 67%</td>
<td>Fifth: From 17% to 75%</td>
</tr>
</tbody>
</table>

**Strategy 1:** Create and implement a plan for sequential and systematic writing instruction at all grade levels to increase students’ writing achievement in the performance areas for evidence-based opinion writing.

| ➢ The percentage of students in grades K-5 who score proficient* or higher in Problem Solving will increase from ____% to ____% (see below), as measured by the Beginning-of-Year (BOY) and End-of-Year (EOY) district common assessments administered in August 2015 (BOY) and May 2016 (EOY). |
| Kindergarten: From 0% to 79% (*Proficiency = 38/44) |
| First Grade: From 0% to 73% (*Proficiency = 48/60) |
| Second Grade: From 4% to 73% (*Proficiency = 50/62) |
| Third Grade: From 0% to 77% (*Proficiency = 51/69) |
| Fourth Grade: From 3% to 85% (*Proficiency = 65/86) |
| Fifth Grade: From 6% to 74% (*Proficiency = 52/69) |

**Strategy 1:** Build teacher capacity in the instruction of the Mathematical Practices with a focus on practice #1, “Make sense of problems and persevere in solving them,” in order to improve students’ performance in solving contextualized real-world problems.

| ➢ Students’ perceptions of learning experiences that provide for student choice and voice in the classroom will increase from 3.87 to 4.0 or higher, as measured by pre-determined survey items on the VV Deep Learning and Mindset Student Survey, administered to students in grades 3-5 in Spring 2016. |

**Strategy 1:** Build capacity of teachers to engage students in more self-directed learning by incorporating student voice and student choice in curriculum units.
**CFSD DEEP LEARNING GOALS**

**GOAL #2**

Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.

- Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.
- Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.

**VENTANA VISTA ELEMENTARY – DEEP LEARNING GOALS & STRATEGIES**

**GOAL #2**

**MINDSETS**

- Students’ perceptions about the value (attainment, relevance/interest, purpose) of their work and learning experiences will increase from 3.62 to 4.0 for grades 3-5 during second semester, as measured by predetermined quantitative survey questions on the VV Deep Learning and Mindset Student Survey and qualitative (anecdotal) responses to open-ended questions about their ability and competence to grow related to the performance outcomes on the pre- and post-unit assessments.

  **Strategy 1:** Build the capacity of teachers to integrate into instruction the strategies and practices that promote a growth mindset and impact the degree to which students value an academic task or learning experience.

**DLPs**

- The percentage of students in grades 1-5 who score proficient or higher in the deep learning proficiency of *Critical Thinking and Problem Solving* will increase from ___% to ___% (see below), as evidenced by growth in performance on the District Common Math Assessments, administered during the 2015-2016 school year.

  First: Grade: From 24% to 80%  
  Second Grade: From 5% to 63%  
  Third Grade: From 44% to 99%  
  Fourth Grade: From 53% to 97%  
  Fifth Grade: From 48% to 68%

  **Strategy 1:** Build teacher understanding and application of the performance areas and indicators of the deep learning proficiency *Critical Thinking and Problem Solving* in order to increase student performance in this skill as applied to mathematics tasks in common assessments.

**CFSD DEEP LEARNING GOALS**

**GOAL #3**

Partner with families and community to achieve our strategic priorities.

- Engage in regular meaningful communication about student learning.
- Foster strong relationships with and among CFSD alumni.

**VENTANA VISTA ELEMENTARY – DEEP LEARNING GOAL & STRATEGY**

**GOAL #3**

**COMMUNICATION**

- Implement regular, two-way communication with families that provides multiple opportunities to become more engaged in academic programs and their students' learning.

  **Strategy 1:** Maximize the use of technological tools and resources to inform and engage families in the school's academic programs and their students' learning.
### CFSD Deep Learning Goals

**Goal #1**

Reduce the gap between current and desired student academic achievement.

- Increase the achievement of literacy and numeracy in all academic content areas by addressing students' diverse needs and abilities.
- Develop knowledge and skills that transfer to college, careers, and civic life.

**Valleym View Early Learning Center – Deep Learning Goals & Strategies**

**Goal #1**

| Literacy | Strategy 1: Increase teachers' knowledge and skill in the *Tools of the Mind: Scaffolded Writing* technique in order to provide students with frequent invitations and opportunities for writing for meaning.
| Strategy 2: Increase teachers' knowledge and skill in the use of emergent reading strategies in order to develop students' emergent reading skills. |
|---------|----------------------------------------------------------------------------------------|
| Numeracy | The percentage of three-year-olds who are accomplished (meeting and exceeding) in mathematics will increase from 72% to 77% as measured by *Teaching Strategies GOLD*, administered in Spring 2016. |
| Strategy 1: Implement effective instructional strategies to assist all students in achieving the math standards. |
| Strategy 2: Provide ongoing job-embedded professional development to improve instructional and pedagogical content knowledge related to the Mathematical Practices. |
| Transfer | Reduce the percentage of students who are scoring below in “solves problems” from 16% to 13%, as measured on the Spring 2016 *GOLD* assessment. |
| Reduce the percentage of students who are scoring below in “shows curiosity and motivation” from 11% to 9%, as measured on the Spring 2016 *GOLD* assessment. |
| Strategy 1: Build capacity in the eight (8) essential principles of project based learning and identify what this looks like in early childhood learning. |

### CFSD Deep Learning Goals

**Goal #2**

Raise the engagement of students so they are highly motivated to set and achieve increasingly challenging goals for deep learning.

- Develop positive academic mindsets so students are more confident learners who feel they belong to the CFSD academic community, succeed in their learning, grow their competence with effort, and find value in their work.
- Develop the deep learning proficiencies of citizenship, critical thinking and problem solving, creativity and innovation, communication, collaboration, and systems thinking.
## Persistence
- Reduce the percentage of students performing below expectations in Persistence from 5% to 2%.
- Increase the percentage of students exceeding in Persistence from 44% to 50%.

## Curiosity and Motivation
- Reduce the percentage of students performing below expectations in “shows curiosity and motivation” from 11% to 8%.
- Increase the percentage of students exceeding expectations in “shows curiosity and motivation” from 25% to 30%.

**Strategy 1:** Build teacher knowledge and understanding of a growth mindset, why it is important, and how it can lead to higher achievement.

**Strategy:**
- Reduce the percentage of students who are scoring below in “solves problems” from 16% to 13% as measured on the Spring 2016 GOLD assessment.

**Strategy 1:** Build teacher and student knowledge of the habits of a system thinker by using systems thinking tools to develop critical thinking and problem solving.

## CFSD Deep Learning Goals

### GOAL #3
**Partner with families and community to achieve our strategic priorities.**

- Engage in regular meaningful communication about student learning.
- Foster strong relationships with and among CFSD alumni.

## Communication

**Strategy 1:** Increase the frequency and quality of interactions between home and school to improve student learning.

**Strategy 2:** Maximize the use of technological tools and resources to engage families with the school about student learning.
RESOURCES


Resources (Continued)


Vander Ark, T. & Schneider, C. *Deeper learning for every student every day*. William and Flora Hewlett Foundation.


Websites:

- Alliance for Excellent Education Deeper Learning Website (www.deeperlearning4all.org/)
- EdLeader21 (http://www.edleader21.com)
- Educational Policy Improvement Center (EPIC) (epiconline.org)
- Mindset Works (mindsetworks.com)
- The William and Flora Hewlett Foundation - Deeper Learning (www.hewlett.org/deeperlearning)
- UnBoxed - Mindsets and Student Agency (High Tech High’s Graduate School of Education magazine) (http://www.hightechhigh.org/unboxed/issue10/mindsets_and_student_agency_contributors/)

Photo Credit:

Children Arms Crossed (Cover Page). Purchased at shutterstock.com, image # 95295784