

SAHUARO High School Strategic Planning Template

| Sahuaro High School | | | | | | | |
|---|--------------------------|-----------------|-----------|---------------------------------|--------------------------|-----------------|-----------|
| | | | | | | | |
| PLAN BEGINNING DATE: 8/16/10 | | | | PLAN ENDING DATE: 5/2013 | | | |
| School Year: 2010 - 2011 | | | | School Year: 2012-2013 | | | |
| DATE SUBMITTED TO DISTRICT LEADERSHIP: | | | | | | | |
| SCHOOL LEADERSHIP TEAM MEMBERS & SCHOOL COUNCIL SIGN-OFF SHEET | | | | | | | |
| TYPED/ PRINTED NAME | POSITION/ STAKEHOLDER | SITE COUNCIL | SIGNATURE | TYPED/ PRINTED NAME | POSITION/ STAKEHOLDER | SITE COUNCIL | SIGNATURE |
| Sam Giangardella | Principal | Yes | | Trish Biddix | Parent | Yes | |
| Clarice Clash | Assistant principal | Yes | | Steve Castillo | Parent | Yes | |
| Jim Kirchberger | Teacher | Yes | | Caroline Ganz | Parent | Yes | |
| Steve Botkin | Teacher | Yes | | Mary Powell | Parent | Yes | |
| Meilii Halfmann | Teacher | Yes | | Sarah Genung | Staff | Yes | |
| Sandy Novak | Teacher | Yes | | Paula Saldutti | Staff | Yes | |
| Monique Trejo | Student | Yes | | Kelly Ziegler | Student | Yes | |
| Joyce Smith | Community Rep | Yes | | | | | |

Tucson Unified School District – HS Planning Template 2010-2013

NEEDS ASSESSMENT DATA

COMPREHENSIVE PLANNING BEGINS WITH A THOROUGH ANALYSIS OF SCHOOL NEEDS ASSESSMENT DATA.

DATA SOURCES INCLUDE: GRADUATION RATE, ATTENDANCE RATES, DROP OUT RATE, SUSPENSION RATE, ENROLLMENT DATA, STUDENT GPA, , SUSPENSION DATA, FREE AND REDUCED DATA.

ACADEMIC ACHIEVEMENT DATA SUCH AS: AIMS, STAN 10, AP TEST SCORES, ACT DATA, SENIOR SURVEY DATA, ETC.

QUALITATIVE DATA SUCH AS: SCHOOL QUALITY SURVEY, ARIZONA STANDARDS & RUBRICS FOR SCHOOL IMPROVEMENT, PRE-REGISTRATION DATA, REGISTRATION DATA, SENIOR SURVEY, SCHOOL AND COMMUNITY SURVEYS.

[\(\[HTTP://WWW.ADE.STATE.AZ.US/SCHOOLEFFECTIVENESS/STDSRUBRIC.PDF\]\(http://www.ade.state.az.us/schooleffectiveness/STDSRUBRIC.PDF\)\)](http://www.ade.state.az.us/schooleffectiveness/STDSRUBRIC.PDF)

SCHOOL CHOICE MODEL

USING NEEDS ASSESSMENT DATA ALONG WITH DISTRICT PLAN GOALS TO GUIDE DECISIONS, DESCRIBE THE COMPREHENSIVE SCHOOL CHOICE MODEL YOUR SCHOOL IS ADOPTING. INCLUDE IN THIS DESCRIPTION WHAT IF ANY SCIENTIFICALLY BASED RESEARCH (SBR) PROGRAM(S), MODEL(S), THE SCHOOL HAS SELECTED TO IMPLEMENT.

THE SCHOOL CHOICE MODEL IS THE OVERARCHING VISION/UMBRELLA THAT DRIVES THE MISSION AND DECISION-MAKING AT YOUR SCHOOL/STUDENT NEEDS?

THINKING BEYOND SCHOOLS WHERE IT IS BUSINESS AS USUAL: WHAT WILL YOUR SCHOOL BECOME “KNOWN” AS?

YOU MUST ADDRESS THESE WITHIN YOUR CHOICE MODEL

- 1. INITIATIVES/SYSTEMS YOUR SCHOOL HAS IN PLACE TO PROMOTE RIGOROUS ACADEMIC LEARNING & CLIMATE?**
- 2. SYSTEMS TO ENSURE TIMELY SUPPORT TO STUDENTS WHEN THEY ARE STRUGGLING ACADEMICALLY?**
- 3. A STATEMENT CONVEYING YOUR SCHOOL’S MISSION, BELIEFS, CORE VALUES**

SCHOOL CHOICE MODEL NARRATIVES

Tucson Unified School District – HS Planning Template 2010-2013

Sahuaro High School Narrative

Sahuaro High School is a progressive and holistic learning community. We prepare all students for success in the 21st century through our curriculum of rigorous and relevant classes which are taught in a supportive and welcoming environment. We exist to provide superior instruction in all curricular areas in a college-bound culture; to foster an understanding of the world through the arts, sciences, mathematics and humanities; to develop career preparedness for diverse pathways; and to create conscientious citizens who embrace intellectual and intercultural proficiency.

The unwavering commitment of the Sahuaro faculty and staff to the academic, creative, and interpersonal progression of each student is clear in our accomplishments. We are extremely proud to have been labeled an Excelling School since 2005. Our graduation rate is 20% higher than the TUSD average, while our drop out rate is a low 0.26%. The Sahuaro High School student body of 1700-1800 maintains a stability rate of 90%, compared to the TUSD average of 84 %. Additionally, 97% of our teachers meet the definition of Highly Qualified through the NCLB criteria. The students in Sahuaro High School are part of a community that has a prolific tradition of academic excellence. Scholarships awarded to the 2008-2009 class totaled \$3.8M (\$3.2M academic, \$6K arts, \$.5M athletic, and \$73K “other”.) Sahuaro High School also has a thriving athletic program that has won over fifty state championships. The students of Sahuaro High School who participate in the Performing Arts are consistently honored with superior and excellent ratings on their performances and have participated in Regional and All-State for Band, Orchestra, and Choir. In Theatre Arts, our students have repeatedly earned the title of Honor Thespian Troupe and have been inducted into the International Thespian Society since 1968. Our dancers are frequently invited to perform in local events, and the prize-winning work of our artists is on display throughout Tucson. The students in our renowned auto classes have consistently won first place at Regional and State competitions and joined only 350 programs nationwide who are certified by the Automotive Youth Education Services. The tradition of unparalleled student achievement at Sahuaro High School encompasses a wide scope of disciplines.

The Sahuaro High School student body is comprised of diverse backgrounds. Our student body is 65 % Anglo and 35% minority (22 % Hispanic, 8 % African American, 3 % Asian/Pacific Islander, and 1 % Native American). Many of our Exceptional Education students are fully-included and enjoy peer partnerships. In 2009-2010, SHS hosted seven foreign exchange students from Spain, Norway, Brazil, Germany, Denmark and Italy. This diversity gives our students an elaborate intercultural experience and establishes a foundation within them to appreciate the cultural differences they encounter in each other.

Sahuaro High School meets the divergent needs of our student body. We equip our students with vital, 21st century skills in communication, technology, critical thinking, problem-solving, and cultural interaction to facilitate their preparedness for college and other post-secondary training. For those students who start to fall behind, we intervene through caring, supportive adult mentoring to steer them toward graduation and toward success beyond high school. We offer stimulating opportunities for all of our students to foster their natural skills and talents in athletics, theatre arts, foreign language, student leadership, vocal and instrumental music, dance, and visual arts. Out of our population of 1,700 students, an overwhelming 1,200 of them participate in extracurricular activities and clubs. We support and encourage our students so that they are inspired to achieve higher goals than they even imagined for themselves.

Sahuaro High School offers a challenging and engaging curriculum that is driven by student needs and interests. Sahuaro High School students have exciting choices to make when selecting their class schedule. Our instructional programs include:

- Core instruction in English, Science, Social Studies, and Math
- 27 sections of Advanced Placement Courses, Gifted and Talented Programs, and Honors Courses
- Three foreign language offerings (French, Spanish, and Chinese)

Tucson Unified School District – HS Planning Template 2010-2013

- Three self-contained classes for students with cognitive disabilities
- Pima College concurrent credit offerings
- Visual Arts(Beginning and Advanced) and Performing Arts (Theatre, Band, Orchestra, Choir, Dance)
- Alternative choices within the core areas of English (Shakespeare, Multicultural Literature, Creative Writing), Social Studies (Multiple Perspective in U.S. History, Psychology), and Science (Marine Biology)
- Career and Technological Education (CTE) and Pima County Joint Technological Education District (JTED) - Sports Medicine, Culinary Arts, Automotive Technology, Photography, DECA
- Various physical education options (Badminton, Weight Training, Body Conditioning)
- Only high school in Tucson Unified School District to offer full blown Drivers Education program. This program has 90 classroom hours, 20 simulation hours and 6 hours of behind the wheel training. This has been a huge demand not only in the Sahuaro Community but around Tucson.
-

The academic community of Sahuaro High School stretches across a nine-acre campus. Our students consistently utilize our Library Resource Center which maintains 31,000+ volumes, electronic databases, eBooks, media and magazine collections, and 22 computers. Additionally, we have five computer labs. Our two performance theatres and our dance studio support our students' endeavors in Fine Arts, while our student-run campus store provides them with relevant business experience. The athletic programs at Sahuaro High School make use of our two weight rooms and fully-equipped gymnasiums. We have two softball fields, three baseball fields, a football/soccer stadium, ten indoor volleyball courts, four indoor basketball courts, an all-weather track, and pole-vaulting facilities which allow students to follow a variety of athletic pursuits.

Sahuaro High School recently renovated state-of-the-art Fine Arts complex now, enables the staff to develop programs that would prepare students for careers in technical theatre, lighting design, sound technology, composition and arranging, performance, theory, cinematography, arts management, production, and education. These facilities give SHS the ability to create an Eastside Artist Series performance space where students could produce local concerts, raise money, manage the theatre/auditorium, advertise events, write critiques, establish scientific research, learn the relevance of advocacy, and acquire skills applicable to non-profit organizations.

Sahuaro High School is also in the developmental stage of preparing to become the first TUSD OMA Gold High School. Sahuaro's staff is currently developing a program where the arts are integral to the core curriculum by advancing understanding in math, language arts, and science while at the same time providing study in the arts disciplines for their own value. Students involved will celebrate its multi-cultural diversity through classes in multi-cultural art, music, dance, and literature. We will actively engage the surrounding community to support newly designed curriculums that include relevant, experiential opportunities for students in many curricular areas and hope to draw students from around the district as feeders from the K-8 OMA Program.

The long-standing tradition of academic excellence and student success at Sahuaro High School is indisputable. Over the years, our students have attained outstanding accomplishments both in and out of the classroom. Their success is a direct result of the ability of Sahuaro High School to meet the ever-evolving needs of our students. As we move further into the 21st century, Sahuaro High School must continue to cast our vision for the future. We must progress with the changing demographics of our student population. We must meet the needs of our students and provide them with adult support, a reliable and up-to-date technological infrastructure, and innovative academic opportunities. The following template outlines our plan to transform Sahuaro High School into a 21st century learning center that will attract and retain students and carry on our rich heritage of achievement.

Tucson Unified School District – HS Planning Template 2010-2013

GOALS & ACTION MATRIX

| |
|---|
| POST UNITARY STATUS PLAN GOALS: <input type="checkbox"/> Student Assignment <input type="checkbox"/> HQT Retention/Recruitment <input type="checkbox"/> Equal Access <input type="checkbox"/> Restorative School Culture/Climate <input type="checkbox"/> Student Advocacy <input type="checkbox"/> Student Achievement |
| LEA IMPROVEMENT PLAN GOALS: <input type="checkbox"/> HS Graduation (K-12) <input type="checkbox"/> HQT Retention/Recruitment/PD <input type="checkbox"/> Reading/Math <input type="checkbox"/> Safe & Drug Free <input type="checkbox"/> Language Proficiency(ELL) <input type="checkbox"/> Special Ed <input type="checkbox"/> Parent Involvement <input type="checkbox"/> Technology Integration |

SMART GOAL: Increase enrollment of all AP courses as well as increase the percentage of underrepresented student in these courses by 10% for the 2010-13 school year.

JUSTIFICATION BASED ON DATA: AP test scores, ACT scores, GPA

| | RELATED STRATEGIES | RELATED ACTIONS | Progress Monitoring* W M Q Y | Evidence of Goal Attainment | IMPLEMENTATION PERSONS RESPONSIBLE | TIMELINE | FUNDING SOURCE |
|---------|---|---|---------------------------------|--|--|---------------|----------------|
| 2010-13 | Identify/recruit students who need more challenging courses (PCC- Dual Enrollment, AP courses, honors) | Current offering for AP, Honors, and PCC, GATE courses FTE 5.2 Provide information and recruit students via club sponsors, career and college readiness counselor, and classroom teachers. Peer mentoring of students who need encouragement to enroll in AP, Honors classes. Identify/recruit MS students via teachers/ counselors visitations, mailers, Open House | Q/Y | Overall Student Enrollment/Ethnicity | All AP/Honor Teachers AP Curriculum/ Instr. Principal GATE teachers MS teacher recommendations | 5/2010-5/2011 | Deseg. Title I |
| 2010-13 | Strongly encourage students to take the College AP Exams who are enrolled in AP courses. | AP preparation seminars-students Practice AP exams Applications for Free/Reduced Application Student Incentives for taking AP test | Q/Y | Recruitment, Announcements, flyers Seminars | AP/Honors/Gate/PCC Teachers Career and Readiness Counselor Specialist | 8/2011-13 | Deseg Title I |
| 2010-13 | Support and Provide additional tutoring to assist students who are struggling with the course curriculum. | Provide a tutoring program via- NHS, Peer Tutoring Program, Teachers Established Teacher pool for tutoring | Q/Y | Log of tutoring | Teachers-tutoring | 8/2010 | Indian Gaming |
| 2010-13 | Establish AP/ Honors/ Gate/PCC committee to address, create and implement goals. | Professional Development-AP teachers attend AP workshops. Increase AP, Honors, GATE, PCC class offerings. | Q/Y | Workshop attendance Address Goals | AP teachers, C& I Principal | 8/2010-5/2013 | Deseg. Title / |
| | | | | | | | |



Tucson Unified School District – HS Planning Template 2010-2013

| SMART GOAL: Increase student's college readiness to address the achievement GAP. | | | | | | | |
|--|--|---|---------------------------------|--|--|---------------|-------------------------------|
| JUSTIFICATION BASED ON DATA: Senior Survey, Suspension data, Student Enrollment Data, Student Pre-Registration Data | | | | | | | |
| | RELATED STRATEGIES | RELATED ACTIONS | Progress Monitoring* W M Q Y | Evidence of Goal Attainment | IMPLEMENTATION PERSONS RESPONSIBLE | TIMELINE | FUNDING SOURCE |
| 2010 | Increase course enrollment in established classes already identified, that attract students with diverse backgrounds and different perspectives. | Current Classes: Multicultural Literature 1.0 Multiple Perspectives- Am. History .6 Dance .6 Address the idea of having COOP class for IEP designated students in the various course offerings. | Y | Enrollment data | Teacher, AP- C & I | 8/2010-5/2013 | Deseg |
| 2010-13 | College and Career Readiness Counselor 1.0 | Guides groups and individual students Consults with parents, staff, and teachers Provides college and career readiness learning activities for students and family. Testing Coordinator for ACT/AIMS/ AP (.6FTE) | Q/Y | Senior survey, credits, ACT,/SAT data, FASA, SQS, Graduation rates | Counselors, Teachers, Admin. | 8/2010-13 | Deseg. |
| 2010--13 | Develop Curriculum and Class offerings to attract and prepare students from various diverse backgrounds for | Establish committee to address, create and implement course offerings. Evaluate current course offering and re-tool curriculum to address 21 st century skills | Q/Y | Establish committee and meetings | C & I, Teachers, College Readiness Counselor | 8/2010-13 | Deseg. |
| 2010-13 | Library Services Research Center needed to support students, teachers, and staff to address achievement GAP | 1.0 FTE for librarian .4 FTE funding to establish flexible hours to address student and staff needs above and beyond the normal school day. Supplies and materials to support the needs of students and staff. | Q/Y | Establish usage log and how it addresses students. Student Survey | Librarian, Principal, C & I | 8/2010-13 | Deseg. |
| 2011-12 | Establish Committee to research/develop a student advisory program to ensure that every student has adult advocacy. | Professional Development stipends/funding/release time/materials | Q/Y | Log of meetings, Establish data log per teacher contacts. | All Staff | 8/2011-13 | Deseg. Title or Indian Gaming |
| 2012 | | | | | | | |
| 2013 | | | | | | | |

| | | |
|--|--|--|
| | | |
|--|--|--|

Tucson Unified School District – HS Planning Template 2010-2013

| SMART GOAL: To provide all students with access to the technology needed allow them to compete in the 21 st century society. | | | | | | | |
|---|---|--|---------------------------------|--|-------------------------------------|--|----------------|
| JUSTIFICATION BASED ON DATA: Qualitative student data, SQS | | | | | | | |
| | RELATED STRATEGIES | RELATED ACTIONS | Progress Monitoring* W M Q Y | Evidence of Goal Attainment | IMPLEMENTATION PERSONS RESPONSIBLE | TIMELINE | FUNDING SOURCE |
| 2011 | To provide all students with quality instruction to prepare for future career and post secondary choices. | PD/Funding- in the use of technology Enhance instruction and improve basic skills through the use of technology. Research and Pilot learning management systems Pilot cost \$9,000 (2 Teachers) Turn It In Program \$4000 (School Wide) Learning Management System- \$63,000 for the whole school (year 1) then \$55,000 per year after that. | Y | PD Calendar, training Survey Pilots Research systems | All Staff | 2010-11 Pilot 2011-13 learning system | Deseg. Title |
| 2011 | Provide student access to the most current technological equipment to reduce the digital divide. | Funding to update antiquated technology/digital equipment and other media/infrastructure. Consumable supplies and materials for technology To provide extended lab during the regular school day as well as outside the regular school day Funding for Network Lab Tech (\$40,000) | Q/Y | Funding for equipment, materials to be used for and with students. | All Staff | 2011-13 | Deseg. |
| 2010-13 | To increase retention of students who may leave TUSD for charter schools, by establishing distance learning, technology classes, and credit recovery courses. | PLATO credit recovery (1.0 FTE) various teachers Develop and Establish alternative schedule and program to address student academic needs, especially those that are at risk. | Q/Y | Enrollment PLATO, AGAVE Graduation Rate, Dropout Rate | C & I, PLATO Coordinator, Principal | 2010-13 | Deseg. Title |
| SMART GOAL: To build a restorative Culture and Climate at Sahuaro High School | | | | | | | |
| JUSTIFICATION BASED ON DATA: Qualitative student data, SQ, Suspension Data, Drop out Data, Graduation data | | | | | | | |
| | RELATED STRATEGIES | RELATED ACTIONS | Progress Monitoring* W M Q Y | Evidence of Goal Attainment | IMPLEMENTATION PERSONS RESPONSIBLE | TIMELINE | FUNDING SOURCE |
| 2010-13 | To have consistency in application of consequences for violations of SR&R to reduce suspensions and other punitive consequences thus creating a school culture and climate of | Establish the Dean of Students Position. 1.0 Fund a full time certified position for In school suspension program 1.0 | Q/Y | Suspension rates, Drop out rate, Establish position of the dean | Principal | 2010-13 | Deseg. |

Tucson Unified School District – HS Planning Template 2010-2013

| | | | | | | | |
|---|--|--|---------------------------------|--|--|----------|----------------|
| | respect , support and a sense of belonging. | Consult with teachers, staff, and parents, and provides support for other educational programs. Additional monies added for campus security (\$38,000) | | | | | |
| 2011-12 | To research and develop the establishment of advisory program | Establish Committee to research/develop a student advisory program to ensure that every student has adult advocacy. | Y | Establish Committee, Survey, How to implement | All staff | 2011 | Deseg. |
| 2010-11- | Establish Peer mediation program to address student conflicts and resolution | Peer mediation coordinator (.2) Training for students and advisor. Staff training for staff to identify student conflicts, concerns, issues etc.... | Y | Rev. Mediation data, referral system, | C & I , Dean of students, Peer Mediation Coordinator | 2010 | Deseg. |
| | | | | | | | |
| 2012 | To integrate restorative practices into the curriculum | Develop and establish a class to create a positive school climate. Evaluate and expand current curriculum to identify various perspectives and restorative practices. Multiple Perspectives Am. History 1.0 | Q/Y | Data regarding discipline issues. Student Survey | C & I, Principal, Staff | 2011 | Deseg. |
| 2012 | | | | | | | |
| 2013 | | | | | | | |
| | | | | | | | |
| SMART GOAL: To increase student retention, Graduation rate, and decrease drop out rates. | | | | | | | |
| JUSTIFICATION BASED ON DATA: | | | | | | | |
| | RELATED STRATEGIES | RELATED ACTIONS | Progress Monitoring* W M Q Y | Evidence of Goal Attainment | IMPLEMENTATION PERSONS RESPONSIBLE | TIMELINE | FUNDING SOURCE |
| 2010-11 | To research and develop alternative education program and flexible schedule model. | Establish committee to research and recommend alternative schedules and program on site. | Q/Y | Research other models, develop model | Principal, C &I, Coordinator | 2011 | Deseg |
| | | | | | | | |
| 2010 | Continued use of PLATO Recovery Program. | Continue the use of PLATO recovery program using established and update procedures for enrollment. PLATO coordinator / various teachers to support credit recovery (1.0 FTE) | Q/Y | Graduation rates, dropout rates, data from PLATO | C & I, PLATO Coordinator | 2010 | Deseg. |
| 2012 | | | | | | | |
| 2013 | | | | | | | |

Tucson Unified School District – HS Planning Template 2010-2013

Timeline Review Key:

- W = monitoring will happen weekly
- M = monitoring will happen monthly
- Q = monitoring will happen quarterly
- Y = monitoring will happen yearly

| FUNDING SOURCES | INTENT OF FUNDS | SERVICES |
|---------------------------|---|---|
| M & O | | |
| INDIAN GAMING | For instructional use in the classroom | Materials and supplies that are instructional related. |
| DESEG | In support of the Post Unitary Status Plan | FTE and materials/supplies |
| TITLE I | LEA Improvement (PD ONLY) <ul style="list-style-type: none"> Differentiated Planning and Instruction SBR instructional Practices that support students not meeting State Standards in Reading and Math | Workshops & in-services, consultants, conferences, Released Time subs, staff development supplies, Travel (incl mileage). |
| TITLE II (PD ONLY) | LEA Improvement/ Improving Teacher Quality (PD ONLY) <ul style="list-style-type: none"> Differentiated Planning and Instruction SBR instructional Practices that support students not meeting State Standards in Reading and Math | Workshops & in-services, consultants, conferences, Released Time subs, staff development supplies, Travel (incl mileage). |
| LOCAL FUNDS (TAX CREDITS) | extra curricular activities or character education programs | |
| GRANTS | | |
| OTHER | | |
| CIVIC CENTER | | |