

APPENDIX II – 38

**SCHOOL INTEGRATED PLAN/MAGNET PLAN
TUCSON UNIFIED SCHOOL DISTRICT**

**School Name
July 2017 to June 2018**

Principal:								
TITLE 1 PROGRAM TYPE Please indicate type				OTHER PROGRAMS Check any/all that apply				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School Wide		Targeted Assistance		Magnet	SIG	Project Elevate		Comprehensive Support & Improvement
TIMELINE								
7/23/2017	10/5/17	10/5/17	12/21/17	1/10/18	3/15/18	5/18/18	June 2018	TBA
SIAP 2017-2018 Plan Submission Deadline	Quarter 1 Site Data Review	Quarter 1 Site Plan Review	Quarter 2 Site Data Review	Submit mid-year Plan Update	Quarter 3 Site Data Review	Submit EOY Plan Update	Review of State Summative Data	2018-2019 Plan Initial Submission

GENERAL INSTRUCTIONS

All schools need to complete their Comprehensive Needs Assessment prior to developing the Integrated Action Plan. Magnet schools will include the following principals in their plan and include an action plan for integration:

Principle #2: Effective Teachers and Instruction – Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasized evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.

Principle 4: Effective Curriculum – Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and school adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable, and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.

Principle 6: Family and Community Engagement – Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reSIAProcal partnership among families, communities, and schools that reflects a shared responsibility to foster children’s development and learning.

Integration: Providing Diversity, Excellence and Equity

Our Commitment: Tucson Unified is fundamentally committed to the principles of integration, diversity, and racial equity. Magnet Schools support this commitment.

The Unitary Status plan provides the following definition for a racially concentrated school:

1. Racially Concentrated School. A racially concentrated school is any school in which any racial or ethnic group exceeds 70% of the school’s total enrollment, and any other school specifically defined as such by the Special Master in consultation with the Parties.

An integrated school is defined in the following way by the Unitary Status Plan:

2. Integrated School. An integrated school is any school in which no racial or ethnic group varies from the district average for that grade level (Elementary School, Middle School, K-8, High School) by more than +/-15 percentage points, and in which no single racial or ethnic group exceeds 70% of the school’s enrollment.

Due Date: By Sunday, July 23, 2017

Please submit your Draft IAP and completed CNA electronically via email by Sunday, July 23, 2017, to your leadership team director and Title I Coordinator.

TUSD central coordinators will populate this information into the ADE ALEAT system. This is intended to be a draft document with more site stakeholder review and engagement as the year progresses. More information about follow up processes is forthcoming.

Remember:

- Your IAP has limited characters for action steps and descriptions when uploaded to the ALEAT system. This is noted on the planning template.
- The Magnet Plan does not have limited characters for action steps and descriptions

Magnet/IAP Planning Guide: Refer to the Magnet/IAP Planning Guide as a roadmap to develop your Magnet Plan and IAP



EXECUTIVE SUMMARY

TITLE I PURPOSE:

At its core, the purpose of Title I, SIG, and Magnet funds are to ensure that students who are traditionally underserved and most at-risk of academic failure receive additional supports to achieve academically at high levels.

The purpose of this School Integrated Action Plan (SIAP) is to communicate the goals, strategies, and actions a school is taking to improve academic achievement and school climate. The plan is written to inform a variety of stakeholder audiences including, district and school leadership, family and community members, state and federal education agencies.

Stakeholder engagement is a vital component of plan development, implementation, and evaluation. Schools use a variety of strategies to involve stakeholders including use of a committee approach, on-going communication to stakeholders about plan elements, use of site based leadership teams to review and to refine plan goals and actions and activities aimed at obtaining family input throughout the process.

Principles:

1. **Effective Leadership** – Effective leaders maintain strong professional ethics and integrity to shape a vision of academic success for all students. They analyze and attack challenges and manage systems to position the school and students to achieve at high levels. They set clear, measurable and attainable goals. They create a cadre of high-quality teachers and cultivate leadership in others.
2. **Effective Teachers and Instruction** – Effective instruction occurs with quality teaching in a student-centered, safe environment where there are high expectations for all students to succeed. Teachers have a solid knowledge of the content they teach and a common understanding of the content standards and curricula. It includes intentional planning and emphasized evidence-based best practices for teaching and learning. It also requires teachers to have a strong understanding of the assessment system and how to use data to make instructional decisions for all students.
3. **Effective Organization of Time**– Effective schools organize their time to support the vision of academic success for all students. Students have appropriate instructional and non-instructional time to support their learning and growth. Teachers

have sufficient time to engage in professional learning, collaboration, and planning to support their students and their professional practice.

4. **Effective Curriculum** – Effective curricula are evidence-based resources used for teaching and learning aligned to Arizona standards in all content areas. Districts and school adopt local curricula. An effective curriculum ensures a continuum of inclusive, equitable, and challenging learning opportunities, high expectations for learning and access to a well-rounded education for all learners.
5. **Conditions, Climate, and Culture**– Inclusive schools are conducive to student learning, fulfillment, and well-being, as well as professional satisfaction, morale, and effectiveness. Students, parents, teachers, administrators, and other stakeholders contribute to their school’s culture, as do other influences such as the local community, the policies that govern how it operates and the school’s founding Principles. School conditions, climate, and culture are impacted by the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions. They also encompass concrete issues such as student physical and emotional safety, a healthy school environment, the orderliness of classrooms and public spaces and the degree to which a school embraces and celebrates racial, ethnic, linguistic, academic and cultural diversity.
6. **Family and Community Engagement** – Family and Community Engagement is an essential component of improving outcomes for children and youth. Effective family and community engagement is a reSIAProcal partnership among families, communities, and schools that reflects a shared responsibility to foster children’s development and learning.

School Name MAGNET GOALS 2017-18 SY:

1. School Name will earn a state letter grade of ____ (a minimum of ____ points), as defined by the state grading system.
2. Students at School Name will score higher than the state median in reading and math
3. Students at School Name will show academic growth that is higher than the state median growth in reading and math.
4. The growth of the bottom 25% of students at School Name will be higher than the state median growth.
5. The achievement gap between racial groups at School Name will be less than the achievement gaps in ____ schools in the District.

School Name INTEGRATION GOAL:

Principle 2: Effective Teachers and Instruction
Strategic Plan Alignment: Curriculum, Communication, Assessment, Diversity
NEEDS STATEMENT: <i>What does the data tell you about student needs? Evaluate overall as well as subgroups.</i>
Root Cause: <i>What is/are the underlying cause(s) creating the need? This informs the strategies and action steps.</i> (Root Causes need to be internal locus of control)
DESIRED OUTCOMES/SMART GOAL: <i>This is where you create smart goals for academic achievement based on student data. Be certain to address overall and sub-group including your lower 25% groups.</i>
ELA:
MATH:
ENGLISH LANGUAGE DEVELOPMENT:
LOWER 25% SUB- GROUPS:
ATTENDANCE:
GRADUATION RATE (HIGH SCHOOLS):
STRATEGY INDICATOR # :
STRATEGY DESCRIPTION:
1. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit)

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit): Implement Strategic Class Size
DESCRIPTION - (IAP 1000 Character Limit) Strategic Average Class Size of 27 (2-5) and 24 (K-1) is used to support differentiated instruction and strategic groupings within classrooms.
Measures, Success Criteria, Evidence: Student/Teacher Ratio Records by school/classes.
STRATEGY INDICATOR #:
STRATEGY DESCRIPTION:
1. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
STRATEGY INDICATOR #:
STRATEGY DESCRIPTION:
1. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:

Principle 4: Effective Curriculum Strategic Plan Alignment: Curriculum, Diversity
NEEDS STATEMENT: <i>What does the data tell you about student needs? Evaluate overall as well as subgroups.</i>
Root Cause: <i>What is/are the underlying cause(s) creating the need? This informs the strategies and action steps.</i> (Root Causes need to be internal locus of control)
DESIRED OUTCOMES/SMART GOAL:
STRATEGY INDICATOR#:
STRATEGY DESCRIPTION:
1. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit)
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
STRATEGY TITLE #2: (IAP 50 Character Limit):
STRATEGY DESCRIPTION #2:
1. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
STRATEGY TITLE #3: (IAP 50 Character Limit):
STRATEGY DESCRIPTION #3:
1. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:

Principle 6: Family and Community Engagement Strategic Plan Alignment: Diversity, Finance, Communication
NEEDS STATEMENT: <i>What does the data tell you about student needs? Evaluate overall as well as subgroups.</i>
Root Cause: <i>What is/are the underlying cause(s) creating the need? This informs the strategies and action steps.</i> (Root Causes need to be internal locus of control)
DESIRED OUTCOMES/SMART GOAL:
STRATEGY TITLE #1: (IAP 50 Character Limit):
STRATEGY DESCRIPTION #1:
1. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit)
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
STRATEGY TITLE #2: (IAP 50 Character Limit):
STRATEGY DESCRIPTION #2:
1. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
STRATEGY TITLE #3: (IAP 50 Character Limit):
STRATEGY DESCRIPTION #3:
1. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)

Measures, Success Criteria, Evidence:

Complete the following Principal to justify Title I FTE: Drop-Out Prevention Specialist, Drop-Out Coordinator, Counselor, and Dean of Students

Principle 5: Conditions, Climate and Culture

NEEDS STATEMENT: *What does the data tell you about student needs? Evaluate overall as well as subgroups.*

Root Cause: *What is/are the underlying cause(s) creating the need? This informs the strategies and action steps.*
(Root Causes need to be internal locus of control)

DESIRED OUTCOMES/SMART GOAL:

STRATEGY INDICATOR#:

STRATEGY DESCRIPTION:

4. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)

Measures, Success Criteria, Evidence:

5. Action Step Title (IAP 50 Character Limit)

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
6. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
STRATEGY TITLE #2: (IAP 50 Character Limit):
STRATEGY DESCRIPTION #2:
4. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
5. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
6. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
STRATEGY TITLE #3: (IAP 50 Character Limit):
STRATEGY DESCRIPTION #3:
4. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
5. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
6. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:

Magnet Plan Only

Integration: Providing Diversity, Excellence and Equity
NEEDS STATEMENT: <i>What does the data tell you about student needs? Evaluate overall as well as subgroups.</i>
Root Cause: <i>What is/are the underlying cause(s) creating the need? This informs the strategies and action steps.</i> (Root Causes need to be internal locus of control)
DESIRED OUTCOMES/SMART GOAL:
STRATEGY TITLE #1:
STRATEGY DESCRIPTION #1:
1. Action Step Title

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit)
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):
DESCRIPTION
Measures, Success Criteria, Evidence:
STRATEGY TITLE #2:
STRATEGY DESCRIPTION #2:
1. Action Step Title

DESCRIPTION
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
STRATEGY TITLE #3: (IAP 50 Character Limit):
STRATEGY DESCRIPTION #3:
1. Action Step Title (IAP 50 Character Limit):

DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
2. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:
3. Action Step Title (IAP 50 Character Limit):
DESCRIPTION - (IAP 1000 Character Limit)
Measures, Success Criteria, Evidence:

The LEA (Tucson Unified School District) attests to have provided the following support:

- ☑ Applicable budget set-asides and/or federal/state requirements are implemented.
- ☑ District support systems are implemented for federal and state identified school improvement schools.
- ☑ Required district school choice and other improvement written notices are provided to Parents.
- ☑ District coordination of transportation for students electing school choice.
- ☑ Assistance embedding whole school reform model in school wide sites.
- ☑ Ensure programs/material purchased with Title I or blended funds adhere to Evidence-Based guidelines.
- ☑ Provide technical assistance on needs assessment, collaborative plan development and evaluation.
- ☑ Family Engagement support including District Advisory Council, District Parent Policy.
- ☑ Implementation of district-wide mentoring program for new teachers and teachers in need of support.
- ☑ Coordination of Homeless & Neglected & Delinquent Services.
- ☑ Ensure that teachers and paraprofessionals meet the highly qualified criteria prior to employment with the district.
- ☑ Provide progress-monitoring assessment system (ATI/Galileo) aligned with the State student academic achievement standards.
- ☑ Provide focused professional development to all instructional staff in instructional pedagogy and instructional framework (EEI).
- ☑ Additional district support and technical assistance as needed.

The site administrator agrees to do the following:

- ✓ Use only evidence-based strategies aligned with the needs assessment.
- ✓ Provide opportunities for all children to meet rigorous state and advanced levels of academic achievement.
- ✓ Create specific plans to assist transition of students between pre-school & elementary school and beyond.
- ✓ Coordinate federal, state, and local services and programs and align resources based upon prioritized needs.
- ✓ Align all site resources including the budget with the plan and evaluate the plan annually.
- ✓ Retain documentation of planning, implementation and evaluation on site (7 years minimum).
- ✓ Provide parents with all required notices including, "Right to Know," "Non-Appropriately Certified," and "District Parent Involvement Policy."

Program Evaluation



Title I Regulations require Title I school-wide schools to annually evaluate program implementation and results. The evaluation findings and recommendations identify the parts of the school-wide plan that have been implemented effectively, ineffectively, or not at all. The school must revise the plan as necessary based on these results. As a district implementing the PLC Model, please review your data and update the needs assessment quarterly. Please note that the ADE reads the updates and for Magnet and SIG schools, these updates are shared in additional reports. It is important for these questions to be fully answered.

Directions:

1. Use the Save As – with a date trailer to save your plan updates to SharePoint.
2. Confirm via email to your Leadership Director and copy your Title I, SIG or a Magnet school specialist when your Plan Updates are complete.

DUE:

Mid-Year: January 10, 2018

End of Year: May 18, 2018

Directions: Use the Save As – with a date trailer to save your plan updates to SharePoint. Confirm via email to your Leadership Director and copy your Title I, SIG or a Magnet school specialist when your Mid-Year Plan Updates are complete.

Mid-Year Plan Update Guiding Questions Answer all questions and sub-questions: Due 1/10/2018	
Guiding Questions	Answers
Describe the patterns you and your team have seen in your data? <ul style="list-style-type: none"> • Describe any anomalies occurring with certain grade levels or students? (i.e. L25, ethnicities, subject areas....) • What standards need additional focus? 	
Which priorities have shown improvement? Explain Which priorities have not been addressed or shown improvement?	
What actions/practices at your site explain the trends/patterns? <ul style="list-style-type: none"> • What intentional instructional decisions have been made that supported academic success? Describe the PLC practices, and data-based decisions that impacted instruction and achievement? <ul style="list-style-type: none"> • List and explain specific grade level barriers that impeded academic success? 	
What refinements to, or additional actions will you be taking?	

<ul style="list-style-type: none">• What quarterly goals or milestones were set for your site? Describe the site progress towards these goals.• How will you respond to the results of your data analysis?• How will you continue to support the CIP actions that are successful at your site?	
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Directions: Use the Save As – with a date trailer to save your plan updates to SharePoint. Confirm via email to your Leadership Director and copy your Title I, SIG or Magnet school specialist when your End of Year Plan Updates are complete.

End of Year Plan Update Guiding Questions Answer all questions and sub-questions: Due 5/18/2018	
Questions	Answers
Describe the patterns you and your team have seen in your data? <ul style="list-style-type: none"> • Describe any anomalies occurring with certain grade levels or students? (i.e. L25, ethnicities, subject areas....) • What standards need additional focus? 	
Which priorities have shown improvement? Explain Which priorities have not been addressed or shown improvement?	
What actions/practices at your site explain the trends/patterns? <ul style="list-style-type: none"> • What intentional instructional decisions have been made that supported academic success? Describe the PLC practices, and data-based decisions that impacted instruction and achievement? <ul style="list-style-type: none"> • List and explain specific grade level barriers that impeded academic success? 	
What refinements to, or additional actions will you be taking?	

<ul style="list-style-type: none">• What quarterly goals or milestones were set for your site? Describe the site progress towards these goals.• How will you respond to the results of your data analysis?• How will you continue to support the CIP actions that are successful at your site?	
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