

# **APPENDIX II - 3**

**Bonillas Magnet School Plan 2020-21 SY**  
**Magnet Theme: Traditional Education**  
**Principal: Frank Schiavone**  
**Tucson Unified School District**

**MAGNET SCHOOL SUMMARY**

Ignacio Bonillas Traditional Magnet Elementary School is currently an integrated school that earned the Arizona State letter grade of B. Bonillas embraces a theme of rigorous traditional academics supported by the pillars of Character Counts. A sequentially structured academic program is devoted to helping all students consistently achieve the highest possible competence not only in solid basic skills but also in real-world problem solving. At Bonillas, strong character is developed and demonstrated through mutual respect, personal responsibility and caring, growth in both community and global citizenship, and the skills required for teamwork, cooperation and social competence. The theme of rigorous traditional academics with an emphasis on character is obvious even with the most cursory stroll through the Bonillas Magnet hallways.

| PROGRAMS                                     |             |  |                     |  |        |  |     |  |                             |  |                                     |  |               |
|--|-------------|--|---------------------|--|--------|--|-----|--|-----------------------------|--|-------------------------------------|--|---------------|
| TITLE 1 PROGRAM TYPE<br>Please indicate type |             |  |                     | OTHER PROGRAMS<br>Check any/all that apply |        |  |     |  |                             |  |                                     |  |               |
| X  | School Wide |  | Targeted Assistance | X  | Magnet |  | SIG |  | Targeted School Improvement |  | Comprehensive Support & Improvement |  | D or F Status |

| TIMELINE FOR PLAN SUBMISSION AND MONITORING |                           |                           |                           |                           |                        |
|---|---------------------------|---------------------------|---------------------------|---------------------------|------------------------|
| Feb. 15, 2020                               | Oct. 9, 2020              | Dec. 18, 2020             | March 12, 2021            | May 21, 2021              | TBD                    |
| Magnet Plan Submission                      | Quarter 1 Progress Review | Quarter 2 Progress Review | Quarter 3 Progress Review | Quarter 4 Progress Review | Review of 2020 AzMERIT |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, BONILLAS WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: BONILLAS WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Status:** <Updated by District with 100<sup>th</sup> Day Data in fall of 2020>

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Goal(s):**

- Create partnerships and implement the magnet theme with fidelity in order to attract and to maintain a diverse student population.

**District Initiated and Supported:**

- Recruitment and marketing activities are planned and implemented by the District and the school.
- The Communication Department will provide marketing materials appropriate to support the school’s branding and activities.

**Magnet Department Initiated and Supported:**

- Bonillas will be included in District-level deployment of commercial media including television, print, and social media.
- Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Bonillas kindergarten teachers will create “kinder” care packages and hand out to preschool kids during preschool visits or site-based recruiting events.
2. The Magnet Coordinator/Instructional Coach will mail surveys to parents who live in the neighborhood that are not attending Bonillas and make personal contact and provide information to these families during first quarter of the 2020-21 SY.

3. Bonillas staff representative(s) will attend all District marketing events as well as other site- based marketing and recruiting events throughout the year.
4. The leadership team and Site Council will meet monthly to engage stakeholders in shared decision making regarding marketing, recruitment, and retention.
5. The principal, Magnet Coordinator, and other support staff will meet with the Magnet Department monthly to review student achievement data, to set quick wins for theme visibility, and to review the school magnet plan.
6. Classrooms will participate in an attendance challenge and will be recognized for highest attendance percentage per quarter.
7. Staff members and the Magnet Coordinator will identify at least 10 preschools with the desired demographics to deliver and to display Bonillas school brochures.
8. The Magnet Coordinator will make follow-up phone calls to preschool parents and schedule and provide a school tour to all parents who are interested and inquired about Bonillas.
9. Recruitment logs will be kept on site that document District and school recruitment events, tours, and magnet phone inquiries.
10. The Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.

**Evidence of Progress**

- |                    |                      |
|--------------------|----------------------|
| • 40th Day Data    | • Calendar of Events |
| • Application Data | • Sign-in Sheets     |
| • Magnet Reports   | • School Surveys     |

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.            |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.  |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |

**HISPANIC PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.   |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |

**B. Actions to Improve Academic Quality**

**Comprehensive Magnet Plan Level of Support for 2020-21 SY: `**

Bonillas has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4, 2.6, and 2.7)**

**SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**School Initiated and Supported**

- Teachers receive an observation and specific feedback once per week. The school administration team identifies trends that are seen in the classroom and creates professional development around such topics.
- Principal provides each teacher with specific positive praises and suggestions regarding Tier One instruction and the use of the curriculum.

**District Initiated and Supported:**

- All teachers are evaluated on the Danielson framework. With this information, the principal uses common trends and growth areas that can be addressed in professional development.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- School PD calendar supports ongoing district initiatives (district supported with deployment of personnel and resources).



- Professional development will be designed and implemented on District PD Wednesday that focus on quality Tier 1 instruction and support classroom walkthrough trend data analysis.

**Magnet Department Initiated and Supported:**

- The leadership team (principal, Magnet Coordinator, Curriculum Service Provider, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet School Plan that will include the school’s critical focus areas, action steps, evidence, and responsibilities for each faculty and staff member.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

**Title 1 Initiated and Supported:**

- The District’s Support & Innovation Team (Title 1) along with the Magnet Department will gather classroom instruction trend data to identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.
- Money for professional development in the Title One plan has been designated to support professional growth and ensure that teachers are providing rigorous and relevant instruction.
- Consultants to support quality Tier 1 instruction will provide PD opportunities to all teachers.

**Critical Focus Area: Structure Systems for Monitoring Daily Instruction**

**Critical Focus Area Action Steps:**

1. A lesson plan template will be used by all teachers that include the essential elements for quality Tier 1 Instruction. The lesson plan template will include the objective, engagement strategies, questioning strategies, and checks for understanding.
2. Instructional leaders will check teacher lesson plans when they are conducting walkthroughs. Lesson plans books will be accessible and opened to the lesson being implemented.

3. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher on a weekly basis.
4. Instructional leaders will maintain an observation log with action steps for each teacher.
5. Instructional leaders and teachers will document refinement and the actions steps to incorporate identified refinements in daily instruction.

**Evidence of Progress**

- |   |                                   |
|---|-----------------------------------|
| • Observation and Reflection feedback   | • Weekly schedule of observations |
| • Observation logs from leadership team | • Teacher lesson plans            |

**SIAP Indicator 2.6: Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

**District Initiated and Supported:**

- Weekly Professional Learning Communities focusing on these four questions: What is it we want our students to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? How can we extend and enrich the learning for students who have demonstrated proficiency?
- Wednesday professional development in response to learning needs assessment.
- Summer opportunities for professional growth and collaboration.

**Magnet Department Initiated and Supported:**

- Inquiry-based, hands-on science professional developments and classroom support.
- Professional consultations for targeted instructional strategies.

**Title 1 Initiated and Supported:**

- School initiated Scholastic next steps guided reading professional development.
- School initiated ‘extended PD’ on quarterly Wednesdays throughout the month.
- Math Pathways and Pitfalls training, materials and continuing professional development.

**Critical Focus Area: Teachers will actively engage in planned differentiated professional development that will have a direct impact on increasing student achievement.**

**Critical Focus Area Action Steps:**

1. Administration will give teachers a needs assessment to better understand what areas they want to increase their professional practices and knowledge.
2. Teachers will participate in a minimum of 18 extra hours of professional development throughout the school year.
3. Professional development opportunities will be aligned to the school’s professional learning needs assessment.
4. The principal, Magnet Coordinator, and CSP will conducted professional development and a book study on “The Next Step Forward in Word Study and Phonics” by Jan Richardson. The phonics program supports Bonillas’ Traditional Model.
5. Principal, CSP, and Magnet Coordinator will conduct monthly observations to ensure strategies from professional development are utilized in instruction and provide feedback to teachers.
6. Once per quarter, teachers will observe grade level peer(s) in ELA or Math.

**Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Professional Development Needs Assessment and Results</li> <li>• Professional Development Agendas</li> <li>• PLC Notes</li> <li>• PD Sign-ins</li> </ul> | <ul style="list-style-type: none"> <li>• Observation and Reflection Logs</li> <li>• Collaborative units focused on highly-leveraged standards and best instructional practices</li> </ul> |
|---|---|

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- District initiated professional learning communities that align to the 301 model.
- The Multi-Tiered System of Support (MTSS) framework and processes will be used to maximize achievement for struggling students through systematic gathering of data used for educational decision making in interventions (screening, diagnosis, and progress monitoring) to support student achievement and their personal/social development.
- District benchmark assessment data will be analyzed to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.
- Positive Behavior Instructional Supports are used to support a healthy school climate conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.

**Magnet Department Initiated and Supported:**

- Ongoing professional growth for quality Tier 1 instruction through the observation and reflection cycle.
- Principal and one curriculum support personnel will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.
- Four Teacher Aides to support Tier 2 instruction and guided-reading and math center work.
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

**Title 1 Initiated and Supported:**

- Teachers participate in teams to learn more about the Math Pathways and Pitfalls program and implementation in the classroom.
- The school counselor, Student and Family Support Liaison, and all stakeholders will plan interventions for all Tiers to support students in academics and social success.
- The school counselor used to support students in the areas of academic achievement, personal/social development and career development.
- Based on observations from the curriculum team the school has identified that teachers are in need of support for small guided-reading and comprehension planning and implementation.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

1. Teachers will use Guided Reading, small group instruction, and SuccessMaker to support math and ELA.
2. Tier 2 and Tier 3 students will meet daily for guided reading lessons and small group targeted math instruction with teacher.
3. Teaching assistants at each grade level will be trained to work with students and to support the classroom while teachers pull groups of students for individualized small group instruction and Tier 2 and Tier 3 interventions.
4. Teachers will use small group instruction and technology-based interventions for Tier 2 and Tier 3 support in both ELA and math. Instructional leaders will observe implementation of small group instruction and provide feedback to teachers that will allow them to refine their practice.
5. Teachers will engage in the PLC Collaborative Teacher Team process weekly to clarify the essential learning for each unit of instruction as determine by the TUSD Curriculum and scope and sequence, to participate in data analysis, to create common formative assessments and to determine and to plan for needed interventions and re-teaching.

|   |   |
|---|---|
| <b>Evidence of Progress</b>   |   |
| <ul style="list-style-type: none"> <li>• Master Schedule</li> <li>• Guided Reading Groups</li> <li>• SuccessMaker Data</li> </ul>   | <ul style="list-style-type: none"> <li>• MTSS Schedule and Meeting Notes</li> <li>• PLC-CTT Agendas/Minutes/Re-Teach Lessons</li> </ul> |
| <b>Critical Focus Area 2: High Functioning Professional Learning Communities Collaborative Teacher Teams</b>  |   |
| <b>Critical Focus Area Action Steps:</b>  |   |
| <ol style="list-style-type: none"> <li>1. PLC Collaborative Teacher Teams (CTTs) will be embedded in the school day for each week for at least 60 minutes.</li> <li>2. PLC-CTTs will use the results from common formative assessments to share and develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.</li> <li>3. Lesson studies will be implemented to allow PLC-CTTs to plan a common lesson based on particular standards and observe each other teach that lesson and provide feedback on strengths and reinforcements.</li> <li>4. Through lesson studies, teachers will share instructional strategies and evaluate effectiveness of strategies based on student mastery of an objective.</li> <li>5. Instructional leaders will meet with teams to assist them in developing lessons, observing, and providing feedback on strengths and refinements to one another.</li> </ol> |   |
| <b>Evidence of Progress</b>   |   |
| <ul style="list-style-type: none"> <li>• PLC-CTT Schedule</li> <li>• PLC-CTT Binders and Data Notebooks</li> <li>• Re-Teach Lessons</li> </ul>  | <ul style="list-style-type: none"> <li>• CFAs</li> <li>• Data Analysis of CFAs and District Benchmarks</li> </ul>                       |

## SIAP Principle 4: Effective Curriculum (Indicator 4.6)

### SIAP Indicator 4.6: Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring the continuous improvement for all students

#### Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:

##### District Initiated and Supported:

- The district offers quarterly K-8 professional development led by curriculum teams to support teachers.
- Teachers will implement the TUSD Curriculum with fidelity (Curriculum Lead Teacher Initiative/ PLC-CTTs).
- Teachers and Instructional leaders will support and encourage students and families in taking advantage of TUSD's diverse schools through school choice, Gifted and Talented Education (GATE) programs, and share what Advanced Learning Opportunities, Career & Technical Education students can partake in as they move forward in their educational experience with TUSD.

##### Magnet Department Initiated and Supported:

- Curriculum Service Provider will work with classroom teachers individually and in PLC-CTTs to prepare standards-driven lessons that are aligned with TUSD Curriculum and data driven.
- Instructional leaders will work with PLC-CTTs in planning instruction that provides opportunities for students to connect with the curriculum and to integrate materials that support the magnet theme within units of study.

##### Title 1 Initiated and Supported:

- Teachers will participate in weekly grade level lesson plan meetings to prepare standards driven lesson plans.
- Teachers will attend professional development outside of contract time to support the development of guided instruction for Tier Two and Three instruction.

**Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.**

**Critical Focus Area Action Steps:**

1. Through collaboration, teachers will be able to use the new ELA adoption effectively while teaching the highly-leverage standards.
2. The principal, CSP, and Magnet Coordinator will observe and provide feedback for the teachers to improve rigor of instruction and effectiveness of the curriculum.
3. Teachers will analyze common formative and highly-leverage standard assessment prior to lesson/unit in order to understand the effectiveness of new curriculum and how it supports the standard.
4. Teachers will work during summer professional development to study and create units using the new curriculum, including centers that align to the highly-leveraged standards.

**Evidence of Progress**

- Teacher Developed Plans
- Pre/Post Assessments
- Guided Reading Lesson Plans
- Teacher Lesson Plans
- Common Formative Assessments
- PLC-CTTs Agendas/Minutes
- PLC-CTTs Binders And Data Notebooks
- Walkthrough Data



**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****Family Engagement Objectives:**

- By the end of the 2020-2021 SY, 40% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 94.95% Parent/Guardian overall satisfaction.
- By the end of the 2020-2021 SY, 7% - 10% of families will participate in the monthly *Cafecito* that supports families in helping their students at home as well as learning more about the educational process.

**SIAP Indicator 6.1 Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.****Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:****District Initiated and Supported:**

- Maintain the Student and Family Support Liaison to assist families with resources and to encourage them to be active participants in their child's educational experience.
- Coordinate resources to support students and families with basic needs.
- Include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.
- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Fall and spring parent/teacher conferences will be scheduled school-wide.

- Teachers will meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Teachers will incorporate this information into individual student academic and behavioral plans.

**Magnet Department Initiated and Supported:**

- Develop one magnet event per school year that emphasize the magnet theme of traditional education and character counts.
- Inform teachers, staff, parents, and the community of the Magnet Plan that is designed to increase student achievement.
- Continue and further develop community and family collaboration through such events as Love of Reading Weeks, Cultural Literacy / Math and Science nights, and participating in neighborhood events.

**Title 1 Initiated and Supported:**

- Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
- Coordinate at least two (2) meaningful family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.
- Communicate with families and the community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, *Cafecitos*, and clearly defined systems that allow for home-school communication).
- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.

**Critical Focus Area: To develop partnerships among families, communities, and schools that enhances student development and learning.**

**Critical Focus Area Action Steps:**

1. A monthly *Cafecito* will be held with the principal, Student and Family Support Liaison, and Counselor and will focus on Family Curriculum and Development Workshops.

2. The Student and Family Support Liaison will be actively involved in recruiting and planning daily/monthly Family Workshops and meetings.
3. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities and assist families with resources and encourage them to be active participants in their child’s educational experience.
4. The Student and Family Support Liaison will develop a plan of action for strengthening family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
5. The Student and Family Support Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
6. The Magnet Coordinator will collaborate with the Student and Family Support Liaison, Community Rep. or other site-based employees to coordinate efforts for parent, community, and partnership engagement.
7. Magnet Coordinator will establish at least one new formal community partnership, as documented by a letter of support.

**Evidence of Progress**

- Meeting Agendas/Minutes
- Parent Attendance Sheets
- Letters of Support from Community Partners
- Parent Volunteer Attendance Sheets
- Parent and Community Outreach Plan
- Parent and Community Outreach Plan Quarterly Monitoring

## **BONILLAS ES STAFFING AND BUDGET**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 3.76 FTE Teaching Assistants (910G, 202)
- 0.5 FTE Guidance Counselor (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Dean of Students (Title 1)
- 1.88 FTE Teaching Assistants (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 0.5 FTE Library Assistant (Title 1))
- 0.5 FTE Library Assistant (M&O)
- 0.5 FTE Reading Specialist (910G)

| <b>Bonillas ES Magnet Desg Budget 2020-2021 SY</b> |                          |  |  |
|--|--------------------------|--|--|
| <b>Description</b>                                 | <b>Sum of FY 21 (\$)</b> | <b>Purpose</b>   | <b>Magnet Plan Principle #:</b>  |
| 1.0 FTE Teacher Magnet                             | \$46,000                 | Reduce class size in 5 <sup>th</sup> grades, to less than 25 students, which is significantly lower than the district 1 to 30 ratio. Data analysis shows the need to strengthen ELA and Math instruction overall at these grade levels and the need to support 5 <sup>th</sup> graders in math. Research shows that significantly reducing class size reduces achievement gaps in Black and Hispanic subgroups. The lower classes sizes will also support our guided instruction plan for the 2020-2021 SY. Teachers are receiving professional development on guided instruction. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |
| 1.0 FTE Curriculum Service Provider                | \$47,500                 | The Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC-CTT regarding the meaningful work that supports student achievement.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |
| 1.0 FTE Magnet Site Coordinator                    | \$47,500                 | The Magnet Coordinator (MC) works in collaboration with the principal to support integration and student achieved. Task include overseeing recruitment efforts, supporting family engagement, promoting and marketing the school's magnet program through community outreach activities, , organize magnet celebrations, and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of PLC- Collaborative Teacher Teams.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration:<br>Providing Diversity, Excellence and Equity |

|  |          |  |  |
|--|----------|--|--|
| 3.76 FTE Teaching Assistants                         | \$71,511 | Our focus is on strengthening Tier 1 instruction in the classroom. The certified teacher will be teaching in small groups for differentiated instruction while the teaching assistant supports students with learning independently.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 0.5 FTE Guidance Counselor                           | \$25,000 | The guidance counselor will implement the TUSD Comprehensive Competency Based Guidance program/American School Counselor Association National Model. The counselor provides activities to meet the needs of the students, consult with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other educational programs at the school.                | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Substitute Teachers                                  | \$1,000  | Substitutes for magnet teacher sick leave.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Mileage  | \$100    | Magnet coordinator uses personal vehicle to recruit families from preschools and attends recruitment events to attract families that meet our integration goal.  | Integration, Providing Diversity, Excellence and Equity.         |
| Certified Added Duty: Professional Development       | \$14,000 | Provide Added Duty pay for teachers participating in off contract PD that is targeted on improving student achievement. Professional development is based around classroom observations completed by the principal and CSP. With said information as well as teacher survey, the school receives targeted professional development based on need. Several professional developments occur on weekends. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Recruitment /Family Engagement | \$4,000  | Certified teachers will attend recruitment and family engagement events. Outcomes of these events support positive school culture, retention of students and student integration.  | Integration, Providing Diversity,                                |

|  |         |   |   |
|--|---------|---|---|
|  |         |   | Excellence and Equity<br>6: Family and Community Engagement   |
| Supplies:<br>Instructional                                       | \$3,000 | Instructional supplies support student learning and engagement opportunities. These allow teachers to purchase instructional materials that support tier 2 and 3 instruction.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Supplemental Reading Resources                                   | \$6,000 | Bonillas uses the Open Court Program as part of the comprehensive literacy block for phonics instruction. Teachers will use these supplemental resources to strengthen Tier 1 ELA instruction.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Supplies:<br>Professional Development                            | \$2,000 | Professional development supplies that accompany and support professional development topics and staff learning experiences.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Registration Magnet Schools of America (MSA) National Conference | \$1,800 | More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Bonillas will send the Magnet Coordinator and one Administrator to the MSA National Conference. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, |

|                                  |                     |  |  |
|----------------------------------|---------------------|--|--|
|                                  |                     |  | Excellence and Equity  |
| Out of State Travel              | \$6,000             | Travel, lodging, transfers and per diem will be provided for two people traveling out of state to the MSA National Conference. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum Integration: Providing Diversity, Excellence and Equity |
| Employee Benefits                | \$76,153            |  |  |
| <b>Total Budget 2020-2021 SY</b> | <b>\$351,564.00</b> |  |  |
| <b>Total FTE:</b>                | <b>7.26</b>         |  |  |



| <b>Bonillas ES Title 1 Budget 2020-2021 SY</b> |                          |   |  |
|--|--------------------------|---|--|
| <b>Description</b>                             | <b>Sum of FY 21 (\$)</b> | <b>Purpose</b>  | <b>SIAP/ Magnet Plan Principle #</b>   |
| 1.0 FTE School Community Liaison               | \$22,500                 | School Community Liaison work with students and families to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Also assist in promoting and supporting parents with strategies to help their child be more successful in school | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement                   |
| .5 FTE Library Assistant                       | \$11,000                 | Library assistant supports students and teachers to promote academic achievement by selecting leveled books and supporting tier 1 extensions in reading.  | 4: Effective Curriculum  |
| 1.88 FTE Teaching Assistant (2 @ .94 FTE)      | \$41,000                 | To provide support for students with implementation of Tier II and Tier III interventions   | 2: Effective Teachers and Instruction;<br>3: Effective Organization of Time/<br>Interventions<br>4: Effective Curriculum |
| 1.0 FTE Dean of Students                       | \$46,000                 | To provide support for students with implementation of Tier II and Tier III interventions   | 3: Effective Organization of Time/<br>Intervention<br>5: School Climate and Culture                                      |

|   |                  |  |  |
|---|------------------|--|--|
| Professional Education/ Contractor                      | \$10,000         | Professional development services for quality Tier 1 instruction.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Added Duty - Tutoring                                   | \$7,500          | To provide Tier II interventions; Will continue to offer after school tutoring by grade level. Open to identified students and will get specific invitation to attend; | 2: Effective Teachers and Instruction                            |
| Instructional Aides                                     | \$8,000          | Differentiate Tier I and II instruction. Provide 21st Century technology opportunities   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| District Supplies                                       | \$4,000          | Differentiate Tier I and II instruction. Provide 21st Century technology opportunities   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Technology Related Hardware & Software less than \$5000 | \$12,100         | Differentiate Tier I and II instruction<br>Provide 21st Century technology opportunities   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Employee Benefits                                       | \$38,650         |  |  |
| <b>Total Budget 2020-21 SY</b>                          | <b>\$200,750</b> |  |  |
| <b>Total FTE:</b>                                       | <b>4.38</b>      |  |  |

**Booth-Fickett K-8 Magnet School Plan 2020-21 SY**  
**Magnet Theme: Math and Science**  
**Principal: Dr. Demetra Baxter-Oliver**  
**Tucson Unified School District**

**MAGNET SCHOOL SUMMARY**

Booth- Fickett K-8 Magnet School K-8 is currently neither racially concentrated or integrated as a K-8 (though the K-5 is integrated compared to the K-5 average; and the 6-8 is integrated compared to the 6-8 average), and it earned the Arizona State letter grade of F in the 2019-20 school year. Booth-Fickett places special emphasis on Math and Science. The campus aims to strengthen the magnet focus to include engineering and technology, including a continuum of STEM courses and electives. Booth-Fickett currently offers Advancement Via Individual Determination (AVID) elective classes taught by an AVID-trained teacher.

| <b>PROGRAMS</b>                                     |                    |  |                            |   |               |  |            |  |                                    |  |  |          |                      |
|---|--------------------|--|----------------------------|---|---------------|--|------------|--|------------------------------------|--|--|----------|----------------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |                    |  |                            | <b>OTHER PROGRAMS</b><br>Check any/all that apply |               |  |            |  |                                    |  |  |          |                      |
| <b>X</b>  | <b>School Wide</b> |  | <b>Targeted Assistance</b> | <b>X</b>  | <b>Magnet</b> |  | <b>SIG</b> |  | <b>Targeted School Improvement</b> |  | <b>Comprehensive Support &amp; Improvement</b> | <b>F</b> | <b>D or F Status</b> |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                               |                                  |                                  |                                  |                                  |                               |
|--|-------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|
|  | <b>Feb. 15, 2020</b>          | <b>Oct. 9, 2020</b>              | <b>Dec. 18, 2020</b>             | <b>March 12, 2021</b>            | <b>May 21, 2021</b>              | <b>TBD</b>                    |
|  | <b>Magnet Plan Submission</b> | <b>Quarter 1 Progress Review</b> | <b>Quarter 2 Progress Review</b> | <b>Quarter 3 Progress Review</b> | <b>Quarter 4 Progress Review</b> | <b>Review of 2020 AzMERIT</b> |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, BOOTH-FICKETT WILL MAKE PROGRESS TOWARDS BECOMING (OR WILL BECOME) AN INTEGRATED SCHOOL.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

**GOAL 2: BOOTH-FICKETT WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

### **Academic Quality Measures:**

#### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

#### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Status:** <Updated by District with 100<sup>th</sup> Day Data in fall of 2020>

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Goal(s):**

- Partner with neighborhood organizations
- Increase Social Media Presence
- School related Recruitment and Retention Activities (i.e. Mega Night)

**District Initiated and Supported:**

- Marketing Activities – Commercial media in television, print, and social media
- Recruitment opportunities at job fairs
- Communication Department will provide marketing to support the school’s magnet theme and activities.

**Magnet Department Initiated and Supported:**

- Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population.
- Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Participate in all District recruitment activities offered to school including Kindergarten Round-Up.
2. Strategically identify areas for site-based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, and places of worship]
3. Create partnerships with community members that assist in recruitment events and school magnet visibility.
4. Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
5. Recruitment logs will be kept on site and document district and school recruitment events, tours, and magnet phone inquiries

**Evidence of Progress**

- Student Enrollment
- Calendar of Events
- Magnet Reports
- Social Media Posts
- Promotional Event Flyers
- School Commercial

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.            |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.  |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |

**HISPANIC PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.   |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |



## B. Actions to Improve Academic Quality

### Comprehensive Needs Assessment Level of Support for 2020-21 SY: <To be determined by the District>

Booth-Fickett has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement.

### SIAP Principle 2: Effective Teachers and Instruction (Indicator 2.4, 2.6, and 2.7)

#### SIAP Indicator 2.4 Our teachers implement evidence-based, rigorous and relevant instruction.

##### Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

##### District Initiated and Supported:

- The school PD calendar supports ongoing district initiatives.
- The principal and school leadership team will follow a structured system for monitoring daily instruction.
- Administrators will use Teacher Evaluation Instruments (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- The principal and assistant principals and curriculum service providers will monitor teachers' lesson plans. During walkthroughs and pre and post conferences administrators and instructional coaches will use lesson plans to ensure that engagement strategies, differentiation instruction, balanced literacy/guided math instruction and checks for understanding.
- Through classroom walkthroughs, ensure that the teacher states clear learning goals and that strategies for success are clearly communicated to students.

- Embedded PLC time will allow teachers to meet with the Instructional Data Intervention Specialist and Curriculum Service Provider, for student data analysis, professional development, lesson planning, and common formative assessment creation.

**Magnet Department Initiated and Supported:**

- Plan and deliver on-going professional development on Tier I instructional strategies focusing on modeling, scaffolding instruction, questioning strategies, student engagement strategies, and questioning (inquiry) and checks for understanding.
- Provide direct science instruction on the K-5 campus. Teacher provide unique opportunities in areas related to the magnet theme.
- Provide summer and Saturday professional development opportunities for instructional faculty and staff members
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.
- Magnet Department will provide weekly purposeful visits utilize coaching-feedback protocols to strengthen instructional infrastructure by observing, evaluating, and providing feedback on the following best practices: (a) providing quality Tier 1 core instruction; (b) delivering a guaranteed and viable curriculum (aligned with the magnet theme) (c) ensuring effective Professional Learning Communities (PLC) -Collaborative Teacher Teams (CTT); and (d) delivering supplemental Tier 2 interventions.

**Title 1 Initiated and Supported:**

- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the School Director will gather classroom instruction trend data to identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.

**Critical Focus Area: Structure Systems for Monitoring Daily Instruction**

**Critical Focus Area Action Steps:**

1. Instructional leaders will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with teachers on a weekly basis.

- 2. Instructional leaders will maintain an observation log with action steps for each teacher.
- 3. Instructional leaders and teachers will document refinement and the actions steps to incorporate identified refinements in daily instruction.
- 4. Instructional Leaders will work with the Magnet Department to observe classroom instruction and the work of the PLC-CTTs. Coaching of practice strengths and refinements will be given as a focus for follow-up observations.

**Evidence of Progress**

- Observation Log
- Completed Teacher Reflection Template
- Lesson Plans
- Walkthrough Data

**SIAP Indicator 2.6: Our teachers and appropriate other staff participate in ongoing, appropriate professional learning opportunities.**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

**District Initiated and Supported:**

- Wednesday professional development in response to walkthrough trend data and teacher needs survey.
- Summer opportunities for professional growth and collaboration.

**Magnet Department Initiated and Supported:**

- Inquiry-based, hands-on science professional developments and classroom support (Haury Grant).
- Consultant for professional development pertaining to quality Tier 1 instructional strategies.

**Title 1 Initiated and Supported:**

- School initiated Scholastic next steps guided reading professional development.
- Math Pathways and Pitfalls training, materials and continuing professional development.

**Critical Focus Area: Teachers will actively engage in planned differentiated professional development that will have a direct impact on increasing student achievement.**

**Critical Focus Area Action Steps:**

1. Administration will give teachers a Professional Development Needs survey to better understand what areas they want to increase their professional practices and knowledge.
2. Teachers will participate in four days of additional professional development. Two days during the summer and one day for each semester. Focus areas will be related to quality Tier 1 instruction.

- 3. *“Teach Like A Champion”* strategies are used to support climate and culture and academic excellence. PLC-CTTs watch and reflect on *“Teach Like a Champion”* video series to reinforce teacher collaboration on strengthening relationships (teacher to student and student to teacher) and creating learning environments that are conducive to learning. .
- 4. The Leadership Team will provide professional development and a book study on *“Teach Like A Champion Field Notes”* by Doug Lemov. Teachers will be responsible for implementing strategies that are introduced through this book study that specifically fit their needs for growth and the strategies determined that have been determined to be implemented school-wide.
- 5. Leadership Team will conduct monthly observations to ensure strategies from professional development and *“Teach Like A Champion”* are utilized in instruction and provide feedback to teachers.

**Evidence of Progress**

- Professional Development Needs Survey Results
- Professional Development Agendas
- Observation and Reflection Logs
- PLC Notes
- PD Sign-ins

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and educational professionals to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- The principal and school leadership team will use a structured system to monitor the efficiency and effectiveness of PLC (Professional Learning Communities) Collaborative Teacher Teams (CTTs) grade level/course teamwork.
- The Restorative and Positive Practice Facilitator (RPPF) will serve as the coordinator for restorative practices school wide, inform the school administration of identified trends and challenges with regard to school discipline, and will serve as the facilitator with regard to the school's implementation of PBIS.
- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier II and III instruction.
- Seven (7) period day for daily PLC/CTT collaboration and data analysis opportunities

**Magnet Department Initiated and Supported:**

- The administrators and magnet coordinator will meet with the Magnet Department at least three times a quarter to discuss Tier 1 instruction observational findings of PLC-CTTs strengths and refinements. Next steps will be developed for implementation and monitored by the principal, CSPs and magnet coordinator.
- Science interventionist delivers weekly opportunity for individual teacher development that supports instructional practices that strengthen student learning and the overall mission and vision of the school and the magnet theme.

**Title 1 Initiated and Supported:**

- Reading and math interventionists will provide Tier II and Tier III instruction during the school day

**Critical Focus Area: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**Critical Focus Area Action Steps:**

1. Reading Interventionists will deliver Tier II and III instruction in a small group setting to targeted K-8 students who are not performing at grade level, based on DIBELS, NSGRA, AzMERIT Spring 2020 data, and/or SchoolCity benchmark assessments.
2. Math Interventionists will deliver Tier II and III instruction in a small group setting to targeted K-8 students who are not performing at grade level, based on DIBELS, 2018 AzM2, and/or SchoolCity benchmark assessments.
3. Instructional Data Intervention Specialist will analyze and distribute student data from SchoolCity, ixl, Achieve 3000, and SuccessMaker. Instructional Data Intervention Specialist and Curriculum Service Provider will provide support to classroom teachers on accessing, analyzing, and interpreting student data to deliver differentiated instruction to meet student needs.
4. Teachers will design and provide supplemental Tier II interventions based on formative assessment student data that is collected during core classroom instruction.
5. Teachers will inform students of their current achievement data regarding AzMERIT, Dibels, formative assessments, benchmarks, projects, quizzes and other measures of performance consistently. Student use data notebooks to set academic achievement goals.

**Evidence of Progress**

- Student sign in sheets
- Data Binders
- PLC/CTT agendas and notes

**Critical Focus Area: High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. PLC-CTTs are embedded in the K-5 school day each week for at least 60 minutes.
2. PLC-CTTs for 6<sup>th</sup> -8<sup>th</sup> grade level will meet daily as afforded by the 7 period day schedule.
3. PLC-CTTs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum and the scope and sequence.

- 4. PLC-CTTs will follow the TUSD Collaborative Teacher Team Cycle through the following stages:
  - Focus: Review highly-leveraged standards and design lesson plans aligned to the learning of the highly-leveraged standard.
  - Teach: Utilize best practice instructional strategies
  - Assess: Determine whether or not students have learned the instructional objectives and standards.
  - Respond: Adjust teaching in response to student performance
- 5. Collaborative Teacher Teams will share effective instructional strategies and plan to use these strategies for re-teaching standards where students have not reached mastery.
- 6. PLC-CTTs will use develop and use the results from common formative assessments to share and to develop more effective instruction to plan for re-teaching so that all students show mastery.

**Evidence of Progress**

- PLC-CTTs Schedule
- PLC-CTTs Binders and Data Notebooks
- Lesson Plans
- District Curriculum Scope and Sequence
- PLC-CTTs Meeting Agendas/Minutes
- Common Formatives



**SIAP Principle 4: Effective Curriculum (Indicator 4.6)**

**SIAP Indicator 4.6: Our school staff systematically monitors, reviews, and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:  
District Initiated and Supported:**

- Classroom teachers will implement the TUSD Curriculum including Scope and Sequence and Curricular Maps with fidelity.
- Instructional leaders will assist teachers during PLC-CTTS to ensure that teachers know how to access and implement the TUSD Curriculum.
- Instructional leaders will develop a systematic plan to monitor PLC/CTTs, provide feedback from Classroom Walkthroughs (CWTs) and observations regarding the implementation of the curriculum and the alignment instruction and assessment to the curriculum.

**Magnet Department Initiated and Supported:**

- Classroom checks to monitor the implementation of the District Curriculum and the alignment to all teaching actions of the curriculum and campus academic initiatives.
- Instructional Data Intervention Specialist will provide data from School City, ixl, Achieve 3000, and SuccessMaker to teachers for disaggregation and to identify gaps between curriculum and instruction and student mastery of standards.

**Title 1 Initiated and Supported:**

- Reading and Math Specialists will collaborate with ELA/Math teachers regarding students’ mastery of standards and goal progression and to ensure alignment of the curriculum to student learning.

**Critical Focus Area: Curriculum, standards, instruction and assessment are aligned to support student achievement.**

**Critical Focus Area Action Steps:**

1. Instructional leaders will monitor the implementation of the TUSD Curriculum during walkthroughs, PLC -CTTs, observations, and pre-post teacher conferences to gather evidence of alignment to instruction and assessment strategies.

- 2. District pacing guides will be used when planning units for instruction and daily lesson plans to ensure alignment to the TUSD Curriculum and scope and sequence.
- 3. PLC-CTTs will meet weekly to plan instruction and assessments that is aligned to the TUSD Curriculum. Analysis of student learning of the curriculum will identify gaps between instruction and assessment.
- 4. PLC-CTTs will perform a gap analysis between curriculum and instruction and will develop specific action plans to support student learning of the standards.

**Evidence of Progress**

- PLC/CTT Agendas and Notes
- Lesson Plans
- Common Formative Assessments
- CWT and Observation Data
- School City Data
- Benchmark Data - AzMERIT Data
- MTSS Meeting Data

**SIAP Principle 6: Family and Community Engagement (Indicator 6.2)****Family Engagement Objectives:**

- By the end of the 2020-21 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Home and community partnership related questions, leadership related questions, and overall satisfaction ratings will rise by a minimum of 90% on the School Quality Survey. Data from the 2018-19 SY Quality Survey indicate 86.04% Parent/Guardian overall satisfaction.

**SIAP Indicator 6.2 Our school engages in ongoing, meaningful and inclusive communications with families, communities, and school.****Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:****District Initiated and Supported:**

- Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, marquee, and clearly defined systems that allows for home-school communication).
- Fall and spring parent/teacher conferences will be scheduled school-wide.
- Administrator, magnet coordinator, family community liaison will work in collaboration to increase community and business partnerships
- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Develop and use social media structures to connect with students and families.

- Meet with parents during conferences, MTSS meetings (academic & behavior), and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.
- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.
- Teachers will have a method of communication with families to inform them of the following information: grades, student progress, celebrations, and concerns.

**Magnet Department Initiated and Supported:**

- Host magnet events during the school year that emphasize the magnet theme of Math and Science. (MEGA Night and Science Fair, Community Harvest Festival)
- Inform teachers, staff, parents, and the community of the Magnet Plan that is designed to increase student achievement.

**Title 1 Initiated and Supported:**

- Family Engagement Events – Family Reading/Math Night, Meet the Teacher, Title I Parent/Community Meetings

**Critical Focus Area: To develop partnerships among families, communities, and schools that enhances student development and learning.**

**Critical Focus Area Action Steps:**

1. The School Community Liaison will plan, implement, and oversee all family and community engagement activities and to assist families with resources and to encourage them to be active participants in their child's educational experience.
2. The School Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement.

- 4. Collaboration will occur among the Magnet Coordinator and the School Community Liaison, MTSS Coordinator, RPPF, and Student Success Specialists based employees to coordinate efforts for parent, community, and partnership engagement.
- 5. Continue to enhance established community partnerships to support.

**Evidence of Progress**

- Parent and community outreach attendance sheets
- Parent volunteer attendance sheets
- Volunteer/Partnership Breakfast Sign-in
- Recognition Attendees Sign-in
- Leadership team meeting agendas/minutes
- Parent and community outreach plan
- PTA Calendar – Agenda/Minutes

## **BOOTH-FICKETT K-8 BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 5.5 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (910G, 202)
- 1.0 FTE Math Interventionist (910G, 202)
- 1.0 FTE Assistant Principal (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Reading Interventionist (Title 1)
- 1.0 FTE Math Interventionist (Title 1)
- 2.0 FTE Curriculum Service Provider (Title 1 & Central Title)
- 1.0 FTE School Community Liaison (Title I)
- 2.0 FTE Behavior Specialist (Title 1)
- 1.0 FTE MTSS Facilitator (910G, other)
- 1.0 FTE Restorative and Positive Practices Facilitator (910G, other)
- 1.0 FTE ISI Teacher (910G, other) (Activity 506)
- 1.0 FTE AVID Teacher (910G, other)
- 2.0 FTE Counselor (M&O)

| <b>Booth Fickett K-8 Magnet Desg Budget 2020-21 SY</b> |                          |   |  |
|--|--------------------------|---|--|
| <b>Description</b>                                     | <b>Sum of FY 21 (\$)</b> | <b>Purpose</b>  | <b>Magnet Plan Principle #:</b>                                  |
| 5.5 FTE Magnet Teachers                                | \$280,000                | Booth-Fickett will hire a (2) K-5 science teachers, (1) Robotics & Engineering teacher, (1) Coding teacher, (1) Media teacher, (.5) Science Interventionist to enrich student learning by building content knowledge, problems-solving strategies, and higher-level thinking skills through project based learning and technology integration, in order to increase overall student achievement.<br>(2) Certified FTE Science Teacher<br>(1) Robotics & Engineering Teacher<br>(1) Coding Teacher<br>(1) Math Interventionist<br>(.5) Science Interventionist | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Instructional Data and Intervention Specialist | \$48,000                 | Booth-Fickett will hire a data coach to review student achieve data, support teachers in creating CFA, create instructional groupings for re-teaching and enrichment, and meet with parents & teachers to support the MTSS process.<br>(1) Certified FTE Teacher  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Math Interventionist                           | \$50,000                 | Booth-Fickett will hire 1.5 Math enrichment specialists to assist students in building content knowledge, problem-solving strategies, and higher-level thinking skills during sessions in order to enrich student learning.<br>(1.5) Certified FTE  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Assistant Principal                            | \$60,944                 | Assistant Principal provides leadership and management of a school that is focused on student learning and achievement, relationships, and communication, and efficient operations. Promotes the success of each student by facilitating the development and articulation of a vision of learning that is shared and supported by the school community.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |

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|   |          |   | 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity   |
| 1.0 FTE Magnet Coordinator              | \$47,000 | The Magnet Coordinator (MC) works, in collaboration with the principal, to recruit a diverse population of students and families, coordinates and facilitate family engagement events to promote the school, market the school's program through community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of Collaborative Teacher Teams. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity |
| Substitute Teachers                     | \$5,000  | Substitute teacher pay for magnet teacher sick leave.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |
| Certified Added Duty: Family Engagement | \$4,000  | Added Duty for teachers to participate in Family Engagement events.   | 6: Family and Community Engagement   |
| Certified Added Duty: PD                | \$55,000 | Pre-Service days for teachers in July. Teachers analyze student data, review Curriculum, group students based on math & ELA data for intervention and enrichment, begin lesson planning, receive project-based  | 2: Effective Teachers and Instruction  |



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|                                     |          | learning training and science enrichment workshops which will include robotics, engineering, and incorporating technology into all subject areas especially math and science.  | 4: Effective Curriculum  |
| Certified Added Duty: PLC-CTTs      | \$2,000  | Booth-Fickett will allow teachers to meet in PLC-CTTs during off-contract time. Staff will address the achievement gaps and overall academic growth by designing strategies and interventions that are systematic, timely and directed.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty - Tutoring     | \$20,000 | Teachers will provide instruction based on analyzed student data outside of the school day. Teachers will review District Curriculum and facilitate data talks with students. Students selected on data from benchmark, AzMERIT, DIBELS, and NSGRA. Student groups based levels and intervention/remediation/ enrichment needed. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Supplies: Instructional             | \$5,000  | Purchase general supplies and materials to support overall student achievement. Purchase math and science supplies to enrich student learning and improve overall student achievement.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Supplies: Family Engagement         | \$1,000  | Supplies for Family Engagement events: Booth-Fickett will communicate with families through a monthly newsletter in order to maintain and stimulate parent and community involvement.  | 6: Family and Community Engagement                               |
| Professional/Educational Contractor | \$25,000 | Teach Like a Champion training and Climate and Culture development.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Mileage                             | \$100    | To reimburse Magnet Coordinator for attending recruiting events and targeted schools during the year, as well as to attend all District sponsored Magnet recruiting fairs  | Integration: Providing Diversity, Excellence and Equity          |

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| Registration:<br>Magnet Schools<br>of America<br>(MSA) National<br>Conference | \$1,800   | Two (2) staff members and the principal will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |
| Out of State<br>Travel: MSA<br>National<br>Conference                         | \$6,000   | Travel, lodging, transfers and per diem will be provided for the 5 people traveling out of state to the MSA National Conference.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |
| Instructional<br>Aids   | \$25,000  | STEM manipulatives for robotics classes and Imagine Learning for intervention  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Employee<br>Benefits  | \$159,583 |  |   |

|                                    |                     |  |
|------------------------------------|---------------------|--|
| <b>Total Budget<br/>2020-21 SY</b> | <b>\$795,427.00</b> |  |
| <b>Total FTE:</b>                  | <b>9.5</b>          |  |

| <b>Booth Fickett K-8 Title 1 Budget 2020-2021 SY</b> |                         |  |   |
|--|-------------------------|--|---|
| <b>Description</b>                                   | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>   | <b>SIAP/ Magnet Plan Principle #</b>  |
| 2.0 FTE Reading Interventionist                      | \$100,900               | Reading Intervention Specialists will assist students in building literacy level, content knowledge, problem-solving strategies, and higher-level thinking skills. The Reading Intervention Specialists will work extensively with students to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. The Reading Interventionist Specialists will work with the teacher of record to design the appropriate TIER II and TIER III strategies for students. | 2: Effective Teachers and Instruction<br>3: Effective Organization of Time<br>4: Effective Curriculum |
| 1.0 FTE Math Interventionist                         | \$53,200                | The math interventionist will assist students in building content knowledge, problem-solving strategies, and higher-level thinking skills the math intervention specialists will provide TIER II and TIER III support to students and work closely with the teacher of record.   | 2: Effective Teachers and Instruction<br>3: Effective Organization of Time<br>4: Effective Curriculum |
| 1.0 FTE School Community Liaison                     | \$21,500                | The School Community Liaison will serve as a liaison between the school and the home and encourage parents and community involvement in school activities. The School Community Liaison provides referrals or works with TUSD services and resources as well as external social service agencies to provide information to staff, students and families.   | 6: Family and Community Engagement  |
| 1.0 FTE Curriculum Service Provider                  | \$51,000                | Curriculum Service Provider will work with classroom teachers on interpreting student data and delivering tiered instruction to meet student needs.  | 2: Effective Teachers and Instruction   |

|                                |                  |  |   |
|--------------------------------|------------------|--|---|
|                                |                  |  | 3: Effective Organization of Time<br>4: Effective Curriculum                                |
| 2.0 FTE Behavioral Specialist  | \$60,000         | Behavior Intervention is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS. | 5: Conditions, Climate, and Culture   |
| District Supplies - PD         | \$5,000          | Supplies to support quality Tier 1 instruction.  | 1: Effective Leadership<br>2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Instructional Supplies         | \$10,090         | This will include resources for teachers and students to use in the classroom to improve instruction and learning.                           | 1: Effective Leadership<br>2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Employee Benefits              | \$85,980         |  |   |
| <b>Total Budget 2019-20 SY</b> | <b>\$387,670</b> |  |   |
| <b>Total FTE:</b>              | <b>7.0</b>       |  |   |

**Borton ES Magnet School Plan 2020-2021 SY**  
**Magnet Theme: Project Based Learning and Systems Thinking**  
**Principal: Denice Contreras**  
**Tucson Unified School District**

Borton Magnet Elementary School is currently integrated and earned the Arizona State letter grade of C. With a magnet focus of project-based learning and systems thinking, Borton provides an approach to integrating curriculum in ways that are meaningful and relevant to students' lives at school, at home, and in their communities. Systems Thinking is a world-view that recognizes systems as made up of interconnected parts that work together as a whole. Borton students develop the capacity for systems thinking with the use of systems tools, kinesthetic activities, and skillful discussion. Five years of action research by the Waters Foundation at Borton School reveal the following benefits of using systems tools: making thinking visible, making connections, solving problems, developing readers and writers, and increasing engagement. Project-based learning goes hand-in-hand with systems thinking with the intent to teach 1) significant content, 2) critical thinking and problem solving, 3) collaboration, 4) and communication. Project-based learning requires sustained inquiry organized around open-ended questions and creates a need-to-know of essential content and skills.

| <b>PROGRAMS</b>                                     |             |                     |   |        |  |     |   |  |                                     |               |
|---|-------------|---------------------|---|--------|--|-----|---|--|-------------------------------------|---------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |             |                     | <b>OTHER PROGRAMS</b><br>Check any/all that apply |        |  |     |   |  |                                     |               |
| X   | School Wide | Targeted Assistance | X   | Magnet |  | SIG | X | Targeted School Improvement Students w/ Disabilities | Comprehensive Support & Improvement | D or F Status |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                           |                           |                           |                           |                        |  |
|--|---------------------------|---------------------------|---------------------------|---------------------------|------------------------|--|
| Feb. 15, 2020                                      | Oct. 9, 2020              | Dec. 18, 2020             | March 12, 2021            | May 21, 2021              | TBD                    |  |
| Magnet Plan Submission                             | Quarter 1 Progress Review | Quarter 2 Progress Review | Quarter 3 Progress Review | Quarter 4 Progress Review | Review of 2020 AzMERIT |  |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2020-2021 SY, BORTON WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: BORTON WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-2021 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino student



**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Status:** <Updated by District with 100<sup>th</sup> Day Data in fall of 2020>  
**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

**District Initiated and Supported:**

- The Communication Department will provide marketing materials appropriate to support the school’s branding and activities. Materials include banners, posters, brochures, and other school-specific materials.
- Recruitment and marketing activities are planned and implemented by the District and the school.
- Borton will be part of the Communication Department deployment of commercial media including television, print, and social media

**Magnet Department Initiated and Supported:**

- Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population.
- The Magnet Department will conduct walkthroughs to provide feedback and to increase theme visibility.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Borton staff representative(s) will participate in all District recruitment activities offered to school.
2. The Magnet Coordinator will work with the principal to strategically identify areas for site-based recruitment, provide marketing materials, and engage in recruitment opportunities.

- 3. The Magnet Coordinator will create partnerships with community members that assist in recruitment events and school magnet visibility.
- 4. The principal will work with staff, families, and other stakeholders to implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity to attract and maintain a diverse student population.
- 5. The Magnet Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
- 6. The Magnet Coordinator will keep recruitment logs on site and document district and school recruitment events, tours, and magnet phone inquiries.

**Evidence of Progress**

- Magnet School Reports
- Recruitment Logs
- Partnership Letters
- Parent Attendance for Retention Activities

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES <Updated by District in July 2020>**

|                         |                        |   |  |
|-------------------------|------------------------|---|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |  |
| <b>AzMERIT</b>          | 2020-2021<br>SY Goal   | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |  |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.            |  |
| <b>AzMERIT</b>          | 2020-2021<br>SY Goal   | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.  |  |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |   |
|-------------------------|------------------------|--|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |   |
| <b>AzMERIT</b>          | 2020-2021 SY<br>Goal   | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |   |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |   |
| <b>AzMERIT</b>          | 2020-2021 SY<br>Goal   | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. | . |

**HISPANIC PROFICIENCY RATES**

|                         |                        |  |  |
|-------------------------|------------------------|--|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.   |  |
|                         | 2020-2021 SY<br>Goal   | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |  |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |  |
|                         | 2020-2021 SY<br>Goal   | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |  |

**B. Actions to Improve Academic Quality**

**Comprehensive Magnet Plan Level of Support for 2020-21 SY:** <To be determined by the District>

Borton Magnet has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.1, 2.4 and 2.7)**

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| <p><b>SIAP Indicator 2.1: Our teachers maintain high academic expectations for all students.</b></p> <p><b>Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:</b></p> <p><b>District Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Wednesday PD/CTT allotted time for data analysis</li> <li>• Teachers will use data to assist students in setting goals for themselves.</li> <li>• Weekly CTT focus on the instructional cycle.</li> </ul> <p><b>Magnet Department Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Master teacher will support teachers with establishing goals and high expectations for all students.</li> </ul> <p><b>Title I Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• MTSS Facilitator will review data with teachers and assist in setting academic and behavioral goals in order to improve academic achievement and close the achievement gap.</li> </ul> |
|--|

**Critical Focus Area: Ensuring a safe, supportive, and collaborative environment that promotes students to be self-sufficient learners.**

**Critical Focus Area Action Steps:**

1. Teachers will establish goals and high expectations for student learning including goals for closing achievement gaps when applicable.
2. Lesson plans will show evidence of teachers planning for rigorous instruction in all classrooms.
3. Data is used to inform instruction, i.e. closure activities, formal formatives, and benchmark data.
4. Teachers will review data with students and set goals for academic achievement to support an environment where all students hold themselves accountable for their learning.
5. Leadership team will monitor the use of student data to establish goals for student learning and for closing achievement gaps.

**Evidence of Progress:**

- Data binders
- Academic goals
- Lesson plans
- Student data

**SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- The principal will use teacher evaluation instruments (Danielson Framework) to guide pre-conferences, evaluations, post-conferences. Teachers will identify strengths and refinements during this cycle, determine, and document next steps for refinements with the principal.
- Principal and school leadership team follow a structured a system for monitoring daily instruction through the observation and reflection cycle. Coaching will include integration with Project Based Learning and Systems Thinking habits and tools.
- School PD calendars support ongoing support for district initiatives
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Daily quality Tier 1 instruction to include research-based practices, such as EEI, Balanced Literacy and Daily 5 in all classrooms for ELA as evidenced in lesson plans and observations.

**Magnet Department Initiated and Supported:**

- Staff will participate in going professional development on Tier I instructional strategies, focusing on guided reading, magnet theme integration in classroom lessons, questioning strategies, student engagement strategies and cooperative learning structures.
- A Master Teacher in mathematics will work with narrowing the achievement gap and supporting teachers to promote teacher-growth and improve teacher quality.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

**Title I Initiated and Supported:**

- The District's Support & Innovation Team (Title 1, Magnet Department, and District Leadership) will gather classroom instruction trend data to identify strengths and refinements, additional programmatic support and curriculum implementation support. An action plan will be developed to address needs and/or to provide enrichment.
- MTSS Facilitator and MTSS team will review evidence of Tier 1 implementation in order to ensure effective Tier 1 instruction.

**Critical Focus Area: Structured Systems for Monitoring Daily Instruction****Critical Focus Area Action Steps:**

1. Instructional leaders will check teacher lesson plans weekly using a checklist and will provide feedback. Lesson plan books will be accessible and opened to the lesson being implemented in each teacher's classroom.
2. Instructional team will schedule frequent and regular observations for each teacher's classroom to identify quality Tier 1 instruction action steps for refinements. After each classroom walkthrough, teachers will be provided specific one-on-one feedback that is focused on one area of quality Tier 1 instruction action step that can be implemented in the classroom immediately – bite size action step.
3. The Master Teacher will work with teachers, especially newer teacher, in smaller classes in the early grades, to promote teacher-growth and improve teacher quality.
4. Teachers will develop and implement lesson plans that are aligned to the District's Scope and Sequence that include the learning objective, one engaging activity, and an exit ticket.
5. Continue PD with ELA consultant to ensure quality, effective Tier 1 instruction
6. Staff needing additional assistance will receive regular support from the Master Teacher and/or Magnet Coordinator to ensure planning and implementation of quality Tier I instruction and integration of projects.
7. Student projects will be aligned to the standards and integrated with content area. Every class will engage in at least one project per semester.



|   |  |
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| <b>Evidence of Progress</b>   |  |
| <ul style="list-style-type: none"> <li>• Lesson Plans and Checklists</li> <li>• Student Projects</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly Walkthroughs Data</li> <li>• Teacher Feedback Notes</li> </ul> |

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Highly functioning MTSS teams focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, sub group, or individual student level).
- The MTSS team will meet regularly to review student data and performance and analyze effectiveness of interventions and suggest additional interventions to support student learning.
- The MTSS team will identify subgroups and work with classroom teachers on ensuring the targeted students are receiving appropriate interventions during regularly scheduled intervention time for Tier 2.
- Teachers will use small group instruction and technology-based interventions for Tier 2/Tier 3 support in both ELA and Math.
- Ex Ed teachers will provide Ex Ed services (in ELA) through an inclusion model in order to increase student achievement.
- Teachers will provide sheltered English language development and visual models to support all students (including R-ELLs).

**Magnet Department Initiated and Supported:**

- The principal, Master Teacher and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC- CTTs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

- Data regarding the use of SuccessMaker will be monitored by the Magnet Coordinator and documented in the Magnet Report
- Teaching assistants will monitor and provide support to independent learners in order for teacher to work with students needing additional small group or one on one support.
- Specialists will work with students on standards based lessons while classroom teachers meet with grade level PLC-CTT.

**Title I Initiated and Supported:**

- MTSS Facilitator will ensure the team meets with sufficient frequency, that there is adequate representation on the team and that there are proper protocols for the meetings as well as collection of proper documentation.
- Intervention and Supplemental Services (Math and ELA) scheduled during the school day to support students through Tier 2 and 3 instruction.
- Targeted tutoring will be offered before/after school to all students who are not proficient as measured by AzM2, benchmark assessments, and DIBELS.

**Critical Focus Area 1 : Intervention and Supplemental Services Tier 2 (Math and ELA)**

**Critical Focus Area Action Steps:**

1. Reading Interventionist will work with targeted students primarily in grades K -2 for 30 minutes a day, 3 days a week.
2. Reading Recovery teacher will work with first grade to support literacy block and work with 4 targeted first grade students for 30 minutes a day, 5 days a week for 12-20 weeks.
3. Targeted students will use Intervention Programs (SuccessMaker) in Math and ELA for 20 minutes a day, 4 days a week.
4. Math interventionist will work with targeted students in small groups, grades 3-5.
5. Core teachers plan and provided supplemental Tier 2 interventions for math and reading during classroom time that include re-teaching and differentiated instruction.

- 6. Monitor K-2 to ensure systemic and explicit instruction for foundational literacy skills.
- 7. The Master Teacher will support supplemental Tier 2 interventions (math) as a means to narrow the achievement gap that exists between magnet students and neighborhood students.

**Evidence of Progress**

- Master Schedule
- Guided Reading Groups
- MTSS Schedule and Meeting Minutes
- Lesson Plans

**Critical Focus Area 2: High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

- 1. CTTs are embedded in the school day for each week for at least 90 minutes.
- 2. CTTs will use the results from common formative assessments to share and to develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.
- 3. Teachers will utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching of the standards and foundational skills.
- 4. Collaborative Teacher Teams will share effective instructional strategies and plan to use these strategies for re-teaching standards where students have not reached mastery.
- 5. Principal, magnet coordinator and master teacher will guide and monitor CTTs, including review of common formative assessment data and strategies for intervention and enrichment.

**Evidence of Progress**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• PLC-CTT Schedule</li> <li>• PLC-CTT Binders and Data Notebooks</li> </ul> | <ul style="list-style-type: none"> <li>• TUSD PLC-CTT Rubric</li> <li>• PLC-CTT Agendas/Minutes</li> </ul> |
|--|--|

**SIAP Principle 4: Effective Curriculum (Indicator 4.2 and 4.4)**

**SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Teachers meet in CTTs to plan lessons to provide opportunities for students to connect with curriculum through use of culturally relevant materials.
- CTTs meet during the school day once a week to ensure alignment between written curricula and standards, supplementing and differentiated when needed.

**Magnet Department Initiated and Supported:**

- Principal, magnet coordinator and master teacher will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.
- Teachers will create activity menus that offer choice for all students for magnet theme related activities.

**Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.**

**Critical Focus Area Action Steps:**

1. PLC-CTTs will clarify the essential learning for each unit of instruction, determined by TUSD curriculum, scope, and sequence.
2. District pacing guides will be used when planning units for instruction and daily lesson plans to ensure alignment to the TUSD Curriculum and scope and sequence.

3. Instructional leaders will work with PLC-CTTs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that instruction is aligned with TUSD curriculum, scope and sequence.
4. Teachers will provide opportunities for students to connect with curriculum through use of culturally relevant materials.
5. Teachers will create a variety of activities related to the core curriculum that provide choice, and depth of complexity.
6. Master Teacher and Magnet Coordinator will ensure alignment of student projects with District curriculum, and scope and sequence.

**Evidence of Progress**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• CFA and Benchmark</li> <li>• Teacher Lesson Plans</li> <li>• Administrator Observational Data</li> </ul> | <ul style="list-style-type: none"> <li>• Units of Study</li> <li>• Student Projects</li> </ul> |
|---|--|

**SIAP Indicator 4.4: Our written curricula accommodates the needs of all learners.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Implement the Teach – Assess – Respond phases of the District’s Collaborative Teacher Team Cycle in order to provide accommodations that make the curricula accessible to students with disabilities.

**Magnet Department Initiated and Supported:**

- PLC-CTT meet weekly to plan resources necessary to meet the needs of our students with disabilities.
- Ex Ed resource teachers meet biweekly with teachers to ensure alignment with student goals and grade level content.

**Title I Initiated and Supported:**

- Teachers meet with math interventionist and master teacher to plan MPP lessons for targeted interventions.

**Critical Focus Area: Plan and implement supplements to the curriculum to address diverse learner needs.**

**Critical Focus Area Action Steps:**

1. Teachers will collaborate with Ex Ed team and with grade level colleagues to:
  - Find/use resources (to supplement the curriculum) in order to effectively support students with disabilities
  - Analyze student data to inform instruction.
2. Teachers will plan for and deliver lessons aligned to the curriculum for remediation and extensions.
3. Students will receive positive behavior supports (MTSS) for academics and social behaviors.

**Evidence of Progress:**

- Schedules that include collaborative planning time with Ex Ed resource teachers
- Lesson Plans that include differentiation
- Lesson Plans that include MPP lessons

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****Family Engagement Objectives**

- By the end of the SY 2020-2021 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 96.73%% Parent/Guardian overall satisfaction.

**SIAP Indicator 6.1: Our school creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.****Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:****District Initiated and Supported:**

- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, Cafecitos, and clearly defined systems that allows for home-school communication).
- Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.

**Magnet Department Initiated and Supported:**

- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.
- The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site-based employees to coordinate efforts for parent, community, and partnership engagement.

- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.

**Title I Initiated and Supported:**

- Part time community liaison and family engagement team will coordinate to provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.

**Critical Focus Area: To develop partnerships among families, communities, and schools that enhances student development and learning.**

**Critical Focus Area Action Steps:**

1. Families will be surveyed to determine topics for academic family nights.
2. Families and the larger community will be invited to Celebrations of Learning for culmination of project work.
3. Fall and spring parent/teacher conferences will be scheduled school wide.
4. Families will be included as participants in school decisions, governance, and advocacy through Site Council and PTA.
5. Academic Family Engagement Activities and events will be scheduled at least one per quarter.
6. School will use social media including Parent Link to communicate frequently and effectively with families/guardians.
7. Borton School Compact, Parents Right To Know Letter, GSRR, and Title I Annual Meeting.



**Evidence of Progress**

- School Quality Survey Data
- Outreach Data – Parent Link
- Family Engagement Calendars & Outreach Documentation
- USP Family Event Records
- Attendance Records
- PTA Records
- Newsletters
- Parent Conference Records
- Meeting/Training Agendas

## **BORTON ES BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 3.4 FTE Magnet Teachers (910G, 202)
- 0.5 FTE Math Interventionist (910G, 202)
- 0.6 FTE Teacher Reading Intervention (910G, 202)
- 1.0 FTE Master Teacher (910G, 202)
- 3.78 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE Teacher (Title 1)
- 1.0 FTE MTSS (Title 1)

| <b>Borton ES Magnet Deseg Budget 2020-21 SY</b> |                         |   |  |
|---|-------------------------|---|--|
| <b>Description</b>                              | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>Magnet Plan Principle #:</b>                                  |
| 3.4 FTE<br>Teacher Magnet                       | \$163,400               | Our specialists (PE, Art, Music and Outdoor Learning) support our Magnet Plan in four ways. First, they are crucial to our integration goal as most magnet families love that the "whole child" is being attended to here at Borton and that is part of what attracts them and keeps them. The second way is that they are part of a rotation that enables teachers to have grade level PLC-CTTs for 120 minutes each week. While teachers are meeting, their students are with specialists. The third way is that they are part of the school wide intervention block. They take large groups of students 3-4 times a week for 30 minutes so that teachers can work with the most at risk students. Finally, the fourth way is that they support the Project Based Learning by giving students different options for the project products. For example, some students choose to create songs that show what they have learned. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 0.6 FTE<br>Teacher Reading Interventionist      | \$30,600                | Data shows the need for additional Tier 2 support in both ELA and math. These interventionists will work with small groups of students 2 - 3 times a week to increase their reading proficiency.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 0.5 FTE<br>Teacher Math Interventionist         | \$25,500                | Data shows the need for additional Tier 2 support in both ELA and math. These interventionists will work with small groups of students 2 - 3 times a week to increase their academic achievement needs in mathematics.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE<br>Master Teacher                       | \$65,000                | Our benchmark and AzMERIT data show a substantial achievement gap between our white students and every other subgroup. The master teacher will work with teachers to identify the areas to best support students in those subgroups. This teacher will facilitate CTT meetings, model lessons, co-teach, and will work to build capacity.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |

|  |          |   |   |
|--|----------|---|---|
| 3.78 FTE Teaching Assistant              | \$84,319 | Teaching assistants will support Tier 1 instruction by assisting students while teacher works with small groups during guided reading and They will also support whole classroom activities during school-wide interventions time so that teachers can work with a targeted intervention group. Project Based Learning is differentiation and TAs will provide support with the process and with student choice/voice.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| 1.0 FTE Magnet Site Coordinator          | \$48,000 | The Magnet Coordinator (MC) works in collaboration with the principal to support integration and student achieved. Task include overseeing recruitment efforts, supporting family engagement, promoting and marketing the school's magnet program through community outreach activities, organize magnet celebrations, and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of PLC- Collaborative Teacher Teams. Magnet Coordinator will also focus on building teacher capacity in Systems Thinking. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |
| Substitute Teachers                      | \$3,400  | Substitutes for magnet teacher sick leave.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Classified Added Duty: Family Engagement | \$500    | Families will be invited to participate in content/curriculum nights, including quarterly parent informational meetings, Title 1 meetings, quarterly honor roll, perfect attendance assemblies, and quarterly events highlighting student work. The school will survey parents as to their interests and will provide at least two parent workshops related to their interests. Borton will communicate essential information and highlight significant news about magnet teachers, students, and events through school website, social media, and marquee.         | 6: Family and Community Engagement  |

|  |          |  |  |
|--|----------|--|--|
| Certified Added Duty Family Engagement | \$1,000  | To support a positive school culture and to retain student population, certified teachers will attend and support planned family events outside of the school day.   | 6: Family and Community Engagement                               |
| Certified Added Duty Tutoring          | \$2,000  | Certified staff to provided supplemental Tier 2 and Tier 3 interventions before and after the school day.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Classified Added Duty Hourly           | \$2,000  | Teacher assistants will support certified staff when implementing supplemental Tier 2 and Tier 3 instruction before school.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: PD               | \$15,000 | Borton teachers will engage in Learner Centered Professional Development opportunities using a Lesson Study model to strengthen Tier 1 instruction.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Recruitment      | \$3,000  | To increase ethnic diversity, Borton staff will provide support as needed during recruitment events.   | Integration: Providing Diversity, Excellence and Equity          |
| Instructional Aids                     | \$10,000 | Engineering is Elementary Kits: Engineering is Elementary supports educators and children with curricula and professional development that develop engineering literacy.<br>Instructional aides will include Learning A – Z and Accelerated Reader. Both these programs support the development of reading in the ELA block. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Technology over \$5000                 | \$8,000  | Purchase Promethean Board  | 2: Effective Teachers and Instruction                            |

|   |         |  |   |
|---|---------|--|---|
|   |         |  | 4: Effective Curriculum   |
| Registration:<br>Magnet Schools of America (MSA)<br>National Conference<br>Registration | \$1,600 | More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Borton will send the Magnet Coordinator and one Administrator to MSA National Conference. Out of state travel and conference registration. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |
| Out of State Travel   | \$6,000 | Travel, lodging, transfers and per diem will be provided for the 3 people traveling out of state to the MSA National Conference.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |
| Supplies:<br>Instructional  | \$2,800 | Supplies to support Project-Based work.  | 2: Effective Teachers and Instruction   |

|  |                  |   |  |
|--|------------------|---|--|
|  |                  |   | 4: Effective Curriculum  |
| Consultant:<br>Southern AZ<br>Regional<br>Education Center | \$15,000         | Professional development in the areas of Systems Thinking, Project Based Learning and ELA. ELA PD will be provided by a consultant who will plan, model and co teach in order to improve reading instruction. The consultant will work with teachers during PLC-CTT time as well as on PD days. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Employee Benefits  | \$107,916        |   |  |
| <b>Total Budget 2020-21SY</b>                              | <b>\$595,035</b> |   |  |
| <b>Total FTE:</b>  | <b>10.28</b>     |   |  |

| <b>Borton ES Title 1 Budget 2020-2021 SY</b> |                         |   |                                       |
|--|-------------------------|---|---------------------------------------|
| <b>Description</b>                           | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>SIAP/ Magnet Plan Principle #</b>  |
| 1.0 FTE Teacher                              | \$44,986                | 1.0 FTE Teacher to reduce class sizes.  | 2: Effective Teachers and Instruction |
| 1.0 FTE MTSS                                 | \$55,000                | The MTSS Facilitator will facilitate the process for supporting all students in their school academic community and ensure development in the areas of classroom management, tier one instruction, and interpreting data. Promotes the practice in the areas of student's academic, social, emotional, and behavioral needs. Works in collaboration with Teachers, Counselors, Student Success Specialists, other support staff, and Principal to further the equity work in the area of Positive Behavior Intervention Strategies (PBIS), restorative practices and the fair and equitable treatment of students of color in the school. | 2: Effective Teachers and Instruction |
| Substitute Teachers                          | \$1,000                 | Monies to cover Title 1 teacher for sick leave.   | 2: Effective Teachers and Instruction |
| District Supplies                            | \$1,956                 | District Supplies for school resources.   | 2: Effective Teachers and Instruction |
| Employee Benefits                            | \$32,146                |   |                                       |
| <b>Total Budget 2020-21 SY</b>               | <b>\$135,088</b>        |   |                                       |
| <b>Total FTE:</b>                            | <b>2.0</b>              |   |                                       |





**Carrillo Magnet School Plan 2020-21 SY**  
**Magnet Theme: Communication and Creative Arts**  
**Principal: Lori Connor**  
**Tucson Unified School District**

**MAGNET SCHOOL SUMMARY**

Carrillo Magnet Elementary School is currently integrated and earned the Arizona State letter grade of A. As well, Carrillo has been awarded the A+ School of Excellence through the Arizona Educational Foundation. Built in 1930, Carrillo K-5 Communication and Creative Arts Magnet School has built a strong tradition of high student achievement and a sense of community. Through our magnet theme, students are able to express their skills and imagination verbally, artistically, and through composition. Teachers focus on nurturing and developing leaders for tomorrow's future through a challenging project-based curriculum. This curriculum helps students develop the 4 C's of 21st Century Skills: critical thinking, creativity, collaboration and communication skills. Each student has the opportunity to excel in our Visual Arts, Performing Arts and Technology classes, which provides for a well-balanced education.

| <b>PROGRAMS</b>                                     |                |  |                        |   |        |  |     |  |                                   |  |   |  |                  |
|---|----------------|--|------------------------|---|--------|--|-----|--|-----------------------------------|--|---|--|------------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |                |  |                        | <b>OTHER PROGRAMS</b><br>Check any/all that apply |        |  |     |  |                                   |  |   |  |                  |
| X   | School<br>Wide |  | Targeted<br>Assistance | X   | Magnet |  | SIG |  | Targeted<br>School<br>Improvement |  | Comprehensive<br>Support &<br>Improvement |  | D or F<br>Status |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                                   |  |  |  |  |                                       |
|--|-----------------------------------|--|--|--|--|---------------------------------------|
|  | Feb. 15, 2020                     | Oct. 9, 2020                             | Dec. 18, 2020                            | March 12, 2021                           | May 21, 2021                             | TBD                                   |
|  | <b>Magnet Plan<br/>Submission</b> | <b>Quarter 1<br/>Progress<br/>Review</b> | <b>Quarter 2<br/>Progress<br/>Review</b> | <b>Quarter 3<br/>Progress<br/>Review</b> | <b>Quarter 4<br/>Progress<br/>Review</b> | <b>Review of<br/>2020<br/>AzMERIT</b> |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, CARRILLO WILL REMAIN INTEGRATED OR MAKE PROGRESS TOWARDS INTEGRATION.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

**GOAL 2: CARRILLO WILL SUSTAIN ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

### **Academic Quality Measures:**

#### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

#### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students

## GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)

**Current Status:** <Updated by District with 100<sup>th</sup> Day Data in fall of 2020>

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

### **Integration Indicator: Integration of Diverse Student Population**

#### **Actions to Address Integration Indicator and to Achieve Goal(s):**

##### **District Initiated and Supported:**

- The Communication Department will provide marketing materials appropriate to support the school's branding and activities.
- Carrillo will be included in District-level deployment of commercial media including television, print, and social media.

##### **Magnet Department Initiated and Supported:**

- The school, in conjunction with the Magnet department will plan and implement recruitment and retention activities and events that are proven to increase integration.

### **Critical Focus Area: Recruitment and Retention**

#### **Critical Focus Area Action Steps:**

1. Participate in all District recruitment activities offered to the school.
2. Strategically identify areas for school-based recruitment and engage in recruitment opportunities.
3. Create partnerships with community members that assist in recruitment events and school magnet visibility.
4. Implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.

5. Magnet Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after benchmark assessments are analyzed.
6. Recruitment logs will be kept on site and document district and school recruitment events, tours, and magnet phone inquiries.

**Evidence of Progress**

- Parent Attendance Sheets
- Parent Volunteer Attendance Sheets
- Outreach Plan Monitoring
- Leadership Team Meetings Agendas/Minutes
- Magnet Reports

**GOAL 2: ACADEMIC QUALITY****A. Data Analysis, Trends, and Objectives****2020 SCHOOL LETTER GRADE: TBD****SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |   |  |
|-------------------------|------------------------|---|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |  |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |  |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.            |  |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.  |  |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |  |
|-------------------------|------------------------|--|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |  |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |  |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |  |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |  |

**HISPANIC PROFICIENCY RATES**

|                         |                        |  |  |
|-------------------------|------------------------|--|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.   |  |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |  |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |  |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |  |

**B. Actions to Improve Academic Quality**

**Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>**

**CARRILLO** has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.3, 2.4, and 2.7)**

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| <b>SIAP Indicator 2.3 Our teachers have shared knowledge of the content standards and curricula.</b>   |
| <b>Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:</b>   |
| <p><b>District Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Wednesday PD/PLC allotted time for data analysis.</li> </ul> <p><b>Magnet Department Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Teachers will create success criteria for writing at each grade level.</li> <li>• Teachers will create success criteria for unit summative projects.</li> </ul>  |
| <b>Critical Focus Area: Writing</b>  |
| <b>Critical Focus Area Action Steps:</b>   |
| <ol style="list-style-type: none"> <li>1. Continue professional development with Pima County Superintendent’s Office Contracted services.</li> <li>2. Provide release time for vertical team collaboration.</li> <li>3. In PLC-CTTs, teachers will create Common Formal Assessments (CFAs) to monitor writing progress.</li> <li>4. When teachers analyze CFA data, they will identify student misconceptions and create an action plan for next steps.</li> </ol> |



**Evidence of Progress**

- Writing rubric articulated by grade level
- Improved writing scores

**SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:****District Initiated and Supported:**

- The principal will use teacher evaluation instruments (Danielson Framework) to guide pre-conferences, evaluations, post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- MyLearningPlan will be used to track classroom visits to achieve inter-rater reliability amongst administrators and instructional specialists performing walkthrough visits.
- District Professional Development School Calendar will be followed to ensure district initiatives in the area of instruction and curriculum are delivered.
- Teachers will use pedagogical approaches that include culturally responsive instruction.

**Magnet Department Initiated and Supported:**

- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- Staff will participate in ongoing professional development, including writing instruction, guided reading, magnet theme integration in classroom lessons, and analysis of student data for planning appropriate instruction.
- Teachers will implement Balanced Literacy and Daily 5 in all classrooms for ELA.

- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

**Title 1 Initiated and Supported:**

- The District’s Support & Innovation Team (Title 1, Magnet Dep’t, and Regional Leadership) will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.

**Critical Focus Area: Structure Systems for Monitoring Daily Instruction**

**Critical Focus Area Action Steps:**

1. Daily Instruction to include research-based practices as evidenced in lesson plans and observations, including Simple Solutions and SuccessMaker.
2. Implementation of TUSD Math & ELA Curriculum 6.0 for Tier 1 instruction.
3. Provide 1 hour of visual arts, performing arts and technology curriculum to every student.
4. Classroom Walk-throughs with continual feedback using protocol – Bite sized action step for teacher refinements.

**Evidence of Progress**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Lesson Plans that reflect the implementation of TUSD Curriculum</li> <li>• Classroom Observation Logs</li> </ul> | <ul style="list-style-type: none"> <li>• PD Agendas</li> <li>• Teacher Evaluations</li> <li>• Master class schedule</li> </ul> |
|---|--|

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Highly functioning MTSS teams focused on academic performance data (school wide, grade level, classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, sub group, or individual student level).
- Principal and school leadership team has a structured system for monitoring the efficiency and effectiveness of PLC Collaborative Teacher Teams grade level/course.
- MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, sub group, or individual student level).
- Teachers will use Guided Reading small group instruction to support ELA. Tier 2 and Tier 3 students will meet daily for guided reading lessons.
- Teachers will utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.
- DIBELS universal screening; NSGRA reading levels; ARMM diagnostic screening will be used to group and to identify students that need supplemental interventions.

**Magnet Department Initiated and Supported:**

- Data regarding the use of SuccessMaker will be monitored by the Magnet Coordinator and documented in the Magnet Report.
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

- Targeted tutoring will be offered before/after school to all students who are not proficient as measured by AzMERIT, benchmark assessments, and DIBELS.

**Title 1 Initiated and Supported:**

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- A schedule will be developed to use available technology (lab and COWS) for implementation of Tier 2 and Tier 3 interventions.
- Teacher Assistants will help with small group instruction under the guidance of the teacher.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**ELA:**

1. Teachers will use Guided Reading in an uninterrupted 90-minute block of time to support ELA.
2. Tier 2 and Tier 3 students will meet daily for Guided Reading lessons.
3. Teachers will create Intervention Action Plans every quarter based on District benchmark data to support students with ELA.
4. Carrillo teachers will offer targeted tutoring before and/or after school for L25 students.
5. Teachers will meet weekly in PLC Collaborative Teacher Teams utilizing the cycle: Focus, Teach, Assess, and Reflect to determine mastery of standards and create small groupings to address deficits in ELA.

**Math:**

1. Teachers will use small group instruction within an uninterrupted 60-minute block of time to support math.
2. Teachers will create Intervention Action Plans every quarter based on Benchmark score data to support students with math.

3. Carrillo teachers will offer targeted tutoring before and/or after school for students identified as needing additional academic support and time by
4. Teachers meet weekly in PLC Collaborative Teacher Teams utilizing the cycle: Focus, Teach, Assess, and Reflect to determine mastery of standards and create small groupings to address deficits in math.

**Evidence of Progress**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• CFA and Benchmark Data</li> <li>• Common Formative Assessments</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC-CTT Agendas/Minutes</li> </ul> |
|--|---|

**Critical Focus Area 2 : High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. Grade Level teams meet during PLC Collaborative Teacher Teams (CTTs) times Grade Level PLC-CTTs (weekly) to evaluate data and student progress; create CFAs, and strategies to use during whole and small group instruction/interventions.
2. Create small group interventions based on grade level data.
3. Data Digs. Using data to provide best instruction and strategies.
4. Vertical PLC-CTTs. Collaborating with grade levels vertically.
5. Early release PD. Analyze school data as a staff, break into small groups, and create plans and strategies to use in classrooms.

**Evidence of Progress**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Daily Lesson Plans</li> <li>• Intervention Action Plan</li> <li>• Benchmark Data</li> </ul> | <ul style="list-style-type: none"> <li>• PLC-CTTs Agendas/Minutes</li> <li>• Common Formative Assessments</li> <li>• Data Analysis of CFAs and Benchmark Data</li> </ul> |
|--|--|

**SIAP Principle 4: Effective Curriculum (Indicator 4.6)****SIAP Indicator 4.6 Entire staff needs to participate in professional learning to support effective implementation of adopted curricula.****Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:****District Initiated and Supported:**

- Teach the TUSD Curriculum and follow the Scope and Sequence with fidelity.
- PLC-CTTs will meet weekly to plan instruction that is aligned to the TUSD Curriculum and implement the curriculum standards with fidelity.
- Teachers will meet in PLC-CTTs teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.

**Magnet Department Initiated and Supported:**

- Teachers will meet in PLC-CTTs teams to plan and identify magnet theme materials to use when implemented instructional units.
- Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum to the daily lesson plan.
- Instructional leaders will work with PLC-CTTs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

**Title 1 Initiated and Supported:**

- Summer PD for certified staff focusing on curriculum mapping, scope and sequence, and standards to align with lesson plans and new ELA curriculum.

**Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.**

**Critical Focus Area Action Steps:**

1. PLC-CTTs will clarify the essential learning (unpacking standards) for ELA as determined by TUSD Curriculum and the scope and sequence.
2. PLC-CTTs will meet to plan instruction that is aligned to the TUSD Curriculum and implement the curriculum standards with fidelity.
3. District pacing guides will be used when planning ELA lessons for instruction.
4. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum to the daily lesson plan.
5. Instructional leaders will work with PLC-CTTs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD ELA curriculum adoption and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

**Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• PLC agendas/minutes</li> <li>• ELA Unit Assessments</li> </ul> | <ul style="list-style-type: none"> <li>• Walkthrough Data</li> <li>• CFAs</li> <li>• Benchmark Assessment Data</li> </ul> |
|---|---|

## **SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**

### **Family Engagement Objectives:**

- By the end of the 2020-21 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 96.59% Parent/Guardian overall satisfaction.

### **SIAP Indicator 6.1: Our school creates and maintains positive collaborative partnerships among families, communities and school to support student learning.**

#### **Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:**

##### **District Initiated and Supported:**

- Establish lines of communication with families, community members, and organizations.
- Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, Cafecitos, and clearly defined systems that allows for home-school communication).
- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.

##### **Magnet Department Initiated and Supported:**



- Magnet Coordinator will support all family and community events and will continue to promote the magnet program through these engagement activities.

**Title 1 Initiated and Supported:**

- Provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.

**Critical Focus Area: To develop partnerships among families, communities, and schools that enhances student development and learning.**

**Critical Focus Area Action Steps:**

1. Create and communicate continuous, year-round schedule of events for family engagement.
2. Collaborate with Community Members, PTO, Site Council, and families in choosing family engagement activities.
3. Carrillo School Compact, Parents Right To Know Letter, Carrillo Parent Hand Book, GSRR, and Title I Annual Meeting.

**Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Parent Attendance Sheets for All Events</li> <li>• Newsletters</li> <li>• School Community Involvement Report</li> </ul> | <ul style="list-style-type: none"> <li>• Parent Volunteer Attendance Sheets</li> <li>• Facebook Page; Website</li> <li>• PTO Agendas/Minutes</li> </ul> |
|---|---|

## **CARRILLO ES BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 3.0 FTE Magnet Teachers (1.0 FTE 910G, 202 and 2.0 FTE M&O)
- 0.5 FTE Library Assistant (910G, 202)
- 4.11 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.5 FTE Library Assistant (M&O)
- 1.0 FTE Teacher – Reading Interventionist (Title 1)
- 0.5 FTE Guidance Counselor (Title I)
- 0.94 FTE Teacher Assistant (Title 1)

| <b>Carrillo ES Magnet Desg Budget 2020-21 SY</b> |                         |   |  |
|--|-------------------------|---|--|
| <b>Description</b>                               | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>Magnet Plan Principle #:</b>                                  |
| 1.0 FTE Magnet Teacher                           | \$50,000                | The following three positions, Visual Arts (1.0), Performing Arts (1.0), Technology Integration (1.0), will support the magnet program. One position is funded through magnet and two positions are funded through M&). Research validates the correlation between arts learning and overall academic achievement, including gains in intelligence (IQ), grades, and performance on standardized tests. Technology integration supports 21st Century Skills that student need to make them college or career ready (collaboration, communication, creativity, critical thinking.) Also, students will be digitally literate by enhancing fluency with digital hardware and software technologies in order to access, control, and create information. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 0.5 FTE Library Assistant                        | \$14,441                | The Library Assistant has supported learning with small group instruction and working with enrichment activities in the library. This position will also support students and teachers to access information by providing culturally relevant curriculum through the expedition of accessing books and materials from all perspectives. Support for students also involves working with students in the main library to support research for PBL learning. Support for teachers involves collaboration, and offering guidance in the use of the leveled library and culturally relevant materials.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 4.11 FTE Teaching Assistant                      | \$85,828                | Teacher Assistants have supported learning with small group instruction, working with enrichment activities while the teachers work with students who need focused interventions and re-teaching of the standards.  | 2: Effective Teachers & Instruction<br>4: Effective Curriculum   |
| 1.0 FTE Magnet Site Coordinator                  | \$50,000                | Magnet Coordinator will focus on both pillars- student achievement and integration: PLC –CTT coordinator, quarterly PLC-CTT units, student progress monitoring data, family event coordinator, and recruitment.   | Integration:<br>Providing Diversity, Excellence and Equity       |

|   |          |  |  |
|---|----------|--|--|
| Substitutes                             | \$2,200  | Substitute for Teachers Observing Other Teachers   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Substitutes                             | \$3,000  | Substitute for magnet teacher sick leave   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Tutoring          | \$22,000 | Students need increased intervention minutes to address deficits in their individual learning. Teachers at Carrillo use weekly formative assessments in the classroom to create focused groups based on skills in order to meet the needs of the students. The teachers also complete a quarterly Intervention Plan for their class/grade level based on benchmark assessments to identify student needs and to plan for re-teaching and interventions. Before and after school targeted tutoring needs to be offered during the whole school year for all grade levels. Added duty for targeted tutoring outside the school day, 8 teachers at 120 hours at \$25. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Family Engagement | \$5,400  | Supplemental monies to pay teachers for off contract time to promote family engagement: Math/Science Night, Literacy Night, Culture Night, Fitness Night, and Magnet Showcases including performances.   | 6: Family and Community Engagement                               |
| Certified Added Duty: PD                | \$7,630  | Supplemental monies to pay teachers for off contract time for summer professional development: teachers leading teachers/PBL/technology/unpacking standards  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Recruitment       | \$3,000  | Supplemental monies for magnet coordinator/teachers for off contract hours spent at magnet events to promote our school with goal to become integrated.  | Integration:<br>Providing Diversity, Excellence and Equity       |

|  |          |  |  |
|--|----------|--|--|
| Mileage  | \$150    | Supplemental monies for travel to magnet events to promote our school for integration.   | Integration:<br>Providing<br>Diversity,<br>Excellence and<br>Equity                                |
| Instructional Aids   | \$20,000 | Scholastics News; Performance Coach- standards based practice for AZ Merit testing; Simple Solutions- daily standards based math practice (reciprocal teaching); Educational Apps for iPad to increase ELA and Math problem-solving and fundamental practice.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum                                   |
| Supplies: Recruitment  | \$2,000  | Display board and props needed to promote our school during off-site events to support integration.  | Integration:<br>Providing<br>Diversity,<br>Excellence and<br>Equity                                |
| Supplies: Instructional (Theme Related)  | \$5,000  | Supplies include necessary materials to promote PBL learning for units- paper, writing material, art supplies, toner, etc.   | 2: Effective Teachers & Instruction<br>4: Effective Curriculum<br>6: Family & Community Engagement |
| Registration: Magnet Schools of America (MSA) National Conference Registration | \$1,800  | More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Carrillo will send the Magnet Coordinator and one Administrator to MSA National Conference. Out of state travel and conference registration. | 2: Effective Teachers & Instruction<br>4: Effective Curriculum<br>6: Family & Community Engagement |

|                                    |                  |  |  |
|------------------------------------|------------------|--|--|
|                                    |                  |  | Integration:<br>Providing<br>Diversity,<br>Excellence and<br>Equity  |
| Out of State<br>Travel             | \$6,000          | Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference. | 2: Effective<br>Teachers and<br>Instruction<br>4: Effective<br>Curriculum<br>6: Family and<br>Community<br>Engagement<br>Integration:<br>Providing<br>Diversity,<br>Excellence and<br>Equity |
| Employee<br>Benefits               | \$73,050         |  |  |
| <b>Total Budget<br/>2020-21 SY</b> | <b>\$351,499</b> |  |  |
| <b>Total FTE</b>                   | <b>6.61</b>      |  |  |

| <b>Carrillo ES Title 1 Budget 2020-2021 SY</b> |                         |   |  |
|--|-------------------------|---|--|
| <b>Description</b>                             | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>SIAP/ Magnet Plan Principle #</b>                             |
| 1.0 FTE Teacher-Reading Interventionist        | \$47,281                | Interventionist will provide additional instructional support and progress monitoring   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 0.5 FTE Guidance Counselor                     | \$22,400                | The counselor provides activities to meet the needs of the students, consult with teachers, staff and parents to enhance their effectiveness in helping students, and provides support to other educational programs. | 2: Effective Teachers and Instruction                            |
| 0.94 FTE Teacher Asst.                         | \$18,986                | Teacher Assistants provide enrichment in small group settings in the classroom as part of groupings for enrichment/interventions in ELA and Math  | 2: Effective Teachers and Instruction                            |
| Employee Benefits                              | \$28,239                |   |  |
| <b>Total Budget 2020-21 SY</b>                 | <b>\$116,906</b>        |   |  |
| <b>Total FTE:</b>                              | <b>2.44</b>             |   |  |

**Davis Bilingual Magnet School Plan 2020-21 SY**  
**Magnet Theme: Dual Language**  
**Principal: Jose Olivas**  
**Tucson Unified School District**

**MAGNET SCHOOL SUMMARY**

Davis K-5 Magnet is a dual language school that earned the Arizona State letter grade of A for the 2019-20 SY. In order to provide a broad foundation for meaningful language learning, enrichment classes are provided for students in Art, Music, Library, Gardening and PE using Spanish as the vehicle for instruction, while offering opportunities for cultural celebrations and transdisciplinary connections. Davis Bilingual Magnet elementary has proudly promoted a “Spanish Immersion” Bilingual model for more than thirty-seven years. All teachers hold a Bilingual Endorsement and participate in on-going training in culturally responsive teaching and bilingual methodology. All lessons are structured to follow the Two Way Dual Language Model. This model provides all Kinder and first grade students with ninety percent of their instruction in Spanish and ten percent in English. Second graders receive eighty percent of their instruction in Spanish. The Spanish percentage gradually decreases so that fifth grade students receive fifty percent of their instruction in Spanish and fifty percent English.

| <b>PROGRAMS</b>                                     |                    |                            |   |               |  |            |  |                                    |  |                      |
|---|--------------------|----------------------------|---|---------------|--|------------|--|------------------------------------|--|----------------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |                    |                            | <b>OTHER PROGRAMS</b><br>Check any/all that apply |               |  |            |  |                                    |  |                      |
| <b>X</b>  | <b>School Wide</b> | <b>Targeted Assistance</b> | <b>X</b>  | <b>Magnet</b> |  | <b>SIG</b> |  | <b>Targeted School Improvement</b> | <b>Comprehensive Support &amp; Improvement</b> | <b>D or F Status</b> |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                               |                                  |                                  |                                  |                                  |                               |
|--|-------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|
|  | <b>Feb. 15, 2020</b>          | <b>Oct. 9, 2020</b>              | <b>Dec. 18, 2020</b>             | <b>March 12, 2021</b>            | <b>May 21, 2021</b>              | <b>TBD</b>                    |
|  | <b>Magnet Plan Submission</b> | <b>Quarter 1 Progress Review</b> | <b>Quarter 2 Progress Review</b> | <b>Quarter 3 Progress Review</b> | <b>Quarter 4 Progress Review</b> | <b>Review of 2020 AzMERIT</b> |



## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, Davis will remain integrated.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

**GOAL 2: Davis WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

### **Academic Quality Measures:**

#### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

#### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Status:** <<Updated by District with 100<sup>th</sup> Day Data in fall of 2020>

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Goal(s):**

**District Initiated and Supported:**

- Recruitment and marketing activities are planned and implemented by the District and the school.
- The Communications Department will provide marketing materials appropriate to support the Davis' Dual Language.
- Davis will be included in District level deployment of commercial media including television, print, and social media.

**Magnet Department Initiated and Supported:**

- Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.
- Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Participate in all District recruitment activities offered to the school.
2. Strategically identify areas for school based recruitment, provide marketing materials, and engage in recruitment opportunities [visits to preschool parent nights, neighborhood meetings, community centers, places of worship].

3. Create and maintain partnerships with community members that assist in recruitment events and school magnet visibility.
4. Implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.
5. Magnet School Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
6. Recruitment logs will be kept on-site and document district and school recruitment events, tours, and magnet phone inquiries.

**Evidence of Progress**

- Magnet School Reports
- Recruitment Logs
- 40<sup>th</sup> and 100<sup>th</sup> Day Attendance Data
- Partnership Letters
- Parent Attendance for Retention Activities

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.            |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.  |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |

**HISPANIC PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.   |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |

## B. Actions to Improve Academic Quality

**Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>**

Davis has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

### SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4, 2.5, and 2.7)

#### SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.

##### Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

##### District Initiated and Supported:

- Use the Teacher Evaluation Instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths/refinements and determine and document next steps for refinements with the principal.
- Site leadership will create Wednesday PD schedule to support curriculum and instruction practices.
- Teachers will use pedagogical approaches that include culturally responsive instruction and will invite consultants to present and facilitate additional culturally responsive events at the school. These will include authors, artists, and dance troupes.

##### Language Acquisition Department Initiated and Supported:

- Dual Language Department provides ongoing, relevant PD for teachers aligned with the Dual Language model (Dual Language is the Magnet at Davis)
- Teacher Assistants support Tier 1 small group instruction in classroom.
- Implement best practices using Dual Language methodologies including Sheltered English and Language Immersion.

**Magnet Department Initiated and Supported:**

- Magnet five days of certified summer professional development to support implementation of varied assessment types and deep student engagement.
- The Curriculum Service Provider and Magnet Coordinator will support effective teachers and instruction through additional coaching, facilitating PLC Collaborative Teacher Teams, and student work sample evaluation, as well as Professional Development for teachers.
- Davis Specialists (Art, Music, PE and Librarian) support the Spanish immersion program through meaningful hands on learning and opportunities to explore language development in different contexts.
- Paraprofessional support will support student instruction/enrichment on a daily basis in all subject areas. This instruction is planned, guided, and supervised by a highly qualified certified teacher.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

**Title 1 Initiated and Supported:**

- The District's Support & Innovation Team (Title 1, Magnet Department, and Regional Leadership) will gather classroom instruction trend data to identify strengths and refinements, and develop action plans. These visits will take place at least once a semester.

**Critical Focus Area: Structure Systems for Monitoring Daily Instruction****Critical Focus Area Action Steps:**

1. Leadership Team (Principle, CSP, and Magnet Coordinator) follow an observation and reflection cycle to support teachers with quality Tier 1 instruction refinements.
2. The Magnet Coordinator and CSP differentiate support for teachers based on instructional needs.

3. The Leadership Team logs all classroom observations and reflection meeting.
4. Reading Interventionist support teachers with them implementation of guided reading strategies through modeling and coaching.
5. The principal reviews weekly lesson plans and provide feedback to all teachers to ensure quality Tier 1 instruction aligned to the curriculum.

**Evidence of Progress**

- Walkthrough Data (Support and Intervention Team)
- Observation and Reflection Cycle Logs
- PD Calendar and Sign-In Sheets
- Lesson plans

**SIAP Indicator 2.5: Our teachers have a strong understanding of assessment types.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Continued support for improving School City item banks in Spanish (Language Acquisition Department).
- Language Acquisition Summer Symposium and ongoing PD during contract time.

**Magnet Department Initiated and Supported:**

- Magnet Coordinator and CSP to monitor and support Collaborative Teacher teams (PLC) in developing and implementing varied assessment types.
- Specialists allow classroom teachers to meet weekly to create and adapt assessments.
- Summer professional development to support implementation of varied assessment types in July of 2020.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.



**Title 1 Initiated and Supported:**

- Support and Innovation Team (Title 1) walkthrough data and action plan used to monitor progress and more use of diverse assessments.

**Critical Focus Area: Deepen teacher capacity to implement different assessment types- beyond paper pencil and School City Item Bank assessments.**

**Critical Focus Area Action Steps:**

1. Curriculum Service Provider (CSP) and Magnet Coordinator will focus on informal and formal formatives during classroom observations, i.e. checks for understanding and exit tickets. Teachers will receive support in this area to enhance in the moment classroom assessments.
2. Teachers will use methods of documenting student learning to inform instruction and interventions that are delivered in the Tier 1 classroom setting.
3. The Magnet Coordinator and CSP will support teacher’s awareness of a variety of assessments types and strategies through PD opportunities (PLC-CTT time and Wednesday PD).
4. CSP and Magnet Coordinator will support classroom teachers in implementation of data notebooks with students and data talks. Benchmark data is used to help students identify areas in need of improvement and to set goals for their learning.

**Evidence Of Progress**

- |  |                               |
|--|-------------------------------|
| • Classroom Walkthrough Data                       | • CTT Agendas                 |
| • Summer PD Resource Folders, PowerPoints, Agendas | • PD Calendar/ Sign In Sheets |
| • Student Data Notebooks                           |                               |

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Offer intervention and supplemental services during the school day to support students through Tier 2 and 3 instruction.
- MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, sub group, or individual student level).
- MTSS referrals and action plans monitored by principal and MTSS leadership team.
- Planning for 60-minute uninterrupted math and SLA/ ELA blocks (depending on the grade level, according to the TWDL model) as evidenced in lesson plans and observations will be implemented daily.

**Magnet Department Initiated and Supported:**

- Specialists (Art, Music, PD, Library) work with students (in Spanish) according to the Davis Specialist schedule allowing homeroom teachers to meet in Collaborative Teacher Teams for 90 minutes per week.
- Ongoing monitoring of weekly PLC-CTTs are scheduled weekly and maintain evidence notebooks with agendas, logs, and minutes.
- Grade level PLC-CTTs analyze benchmark data, CFA results, student profiles, and support the monitoring and adjusting of instruction as needed (including planning for interventions).
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams strengths and refinements, and to develop actions monitored by site leadership.

**Title 1 Initiated and Supported:**

- Before and after school student tutoring.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)****Critical Focus Area Action Steps:**

1. School wide approved intervention programs have been identified by faculty for Tier 2 and Tier 3 support.
  - Student data, including CFAs, are analyzed to determine flexible instructional groupings.
  - Achieve 3000 and Imagine Learning Español is utilized to support Tier 2 and Tier 3 daily instruction.
  - Teachers analyze School City technology data reports to monitor progress and determine need for further intervention and create learning pathways.
2. Selected students are targeted for before and after school tutoring programs.
3. Communication between home and school on student progress is a monthly responsibility of each teacher.
  - SchoolCity data reports to parents.
  - Academic contracts with parents and students.
4. School-wide multi data student profile is completed by teachers after benchmark testing for every student (Student data notebook).
5. Students share data notebooks with parents at conferences.

**Evidence Of Progress**

- Quarterly benchmark data
- Achieve 3000 and Imagine Learning Español student data reports
- Lists of students targeted for tutoring
- MTSS referrals and action plans
- Academic Contracts
- Student Data Notebooks

**Critical Focus Area 2 : High Functioning Professional Learning Communities Collaborative Teacher Teams****Critical Focus Area Action Steps:**

1. Grade level PLC Collaborative Teacher Teams (CTTs) meet weekly during the school day and maintain evidence notebooks with agendas, logs, and minutes.

2. Magnet Coordinator and CSP support the PLC-CTTs as they progress through the Collaborative Teacher Team Cycle that includes a focus on curriculum, teaching strategies, and assessments.
3. Develop and implement re-teaching plans for struggling students and extensions as a response to formal formative data.
4. Grade level PLC-CTTs are scheduled to meet monthly for a half-day. This time is used to look at the District curriculum to unpack standards, to determine pacing of the curriculum, to align assessments and to plan intervention and extensions.
5. Grade level PLC-CTTs analyze District benchmark data and plan re-teaching lesson for standards that are not mastered by students.

**Evidence of Progress**

- PLC-CTT agendas and minutes
- Common Formative Assessments
- Student data profiles
- Data Notebooks
- Student intervention list
- District Benchmark and AzMERIT Data

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

**District Initiated and Supported:**

- Teachers will use the District Curriculum and Scope and Sequence when planning instruction.
- Teachers will meet in PLC –CCTs to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- CFAs will be planned in alignment with TUSD Curriculum and District’s scope and sequence.

**Language Acquisition Initiated and Supported:**

- Dual Language trainings are offered throughout the year to support new district adoptions for Dual Language (Benchmark Adelante). Davis teachers regularly attend these trainings.
- Certified staff attend Dual Language symposium during the summer to develop research based strategies for acquiring a second language.

**Magnet Department Initiated and Supported:**

- Magnet Department observes and provides feedback on the current work of PLC-CCTs. Strengths and refinements are discussed.

**Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.**

**Critical Focus Area Action Steps:**

- Grade level PLC –CCTs will maintain evidence of fidelity towards TUSD Curriculum, curriculum maps, scope and sequence, and pacing calendars.

- PLC-CTTs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by TUSD Curriculum and the scope and sequence.
- Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
- Weekly lesson plans will be monitored by the Leadership Team to ensure curriculum materials, both district adopted and supplemental, reflect the perspectives and positive contributions of our demographic composition.

**Evidence of Progress**

- PLC-CTT Agendas / Minutes
- Lesson Plans
- Wednesday PD Calendar
- Observation and Reflection Tracking Logs

**SIAP Principle 6: Family and Community Engagement (Indicator 6.2)**

**Family Engagement Objectives:**

- By the end of the 2020-2021 SY, 40% of families will have participated in a meeting/conference to update them on their child’s academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 96.81% Parent/Guardian overall satisfaction.

**SIAP Indicator 6.2 Our school engages in ongoing, meaningful and inclusive communication among families, communities and school.**

**Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:**

**District Initiated and Supported:**

- Updated website design facilitates easier access to the Davis event calendar, and current contact information for Davis staff.

**Title 1 Initiated and Supported:**

- Family engagement survey results are reviewed with leadership team, family engagement committee, at monthly Cafecito and guides continued improvement and effective communication with families and community.
- Community Liaison supports regular school-wide communication with families, and ensures regular learning focused events for families, and documents family engagement at Davis.
- Title 1 Department supports parent workshops on a variety of topics to support life skills and to inform parents of community resources.

**Critical Focus Area: Establish strong lines of communication with families, community and stakeholders.**

**Critical Focus Area Action Steps:**

1. Teacher teams will continue to provide monthly classroom newsletters to inform parents of themes, units, vocabulary words, and events for the upcoming month.
2. Magnet Coordinator and Community Liaison will continue to increase social media presence.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. The Magnet Coordinator will collaborate with the Community Liaison to coordinate efforts for parent, community, and partnership engagement.
5. Continue working with established community partners (ie: UA Dual CATS, UA School of Agriculture) and ensure that results of partnerships are effectively communicated to families.

**Evidence of Progress**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Parent Surveys</li> <li>• Monthly Parent Newsletters</li> </ul> | <ul style="list-style-type: none"> <li>• Monthly Family Engagement Opportunities with Sign-in Sheets and Agendas</li> <li>• Student Academic Progress Reports</li> </ul> |
|--|--|



## **DAVIS ES BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 2.0 FTE Specialist Teacher (910G, 202)
- 0.5 FTE Magnet Teachers (910G, 202)
- 0.50 FTE Reading Interventionist (910G, 202)
- 1.0 FTE Curriculum Service provider (910G, 202)
- 3.0 FTE Teaching Assistants (910G, 202)
- 0.75 FTE Specialist (Mariachi) (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Librarian (910G, 202)
- 5.50 FTE Teaching Assistants (910G, other (504))
- 0.75 FTE Instructional Tech Liaison (Title I)
- 1.25 FTE Teaching Assistants (Title 1)
- 1.0 FTE School Community Liaison (Title 1)
- 0.5 FTE Library Assistant (M&O)

| <b>Davis ES Magnet Deseg Budget 2020-21 SY</b> |                         |   |  |
|--|-------------------------|---|--|
| <b>Description</b>                             | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>Magnet Plan Principle #:</b>                                  |
| 1.0 FTE Specialist Teacher- Art                | \$50,000                | PLC-CTT time is embedded in the school day so that staff can meet weekly for at least 1 1/2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed. Specialist teachers support the scheduled to allow for PLC-CTT time.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Specialist Teacher - Music             | \$50,000                | PLC-CTT time is embedded in the school day so that staff can meet weekly for at least 1 1/2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed. Specialist teachers support the scheduled to allow for PLC-CTT time.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 0.50 FTE Reading Interventionist               | \$25,000                | Intervention specialists to assist students in building content knowledge and provide targeted intervention services as determined by PLC- CTT team analysis of data.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Curriculum Service Provider (CSP)      | \$50,000                | The Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC-CTT groups to assess and utilize School City data within their curriculums.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 3.0 FTE Teaching Assistant                     | \$55,587                | While certified teachers provide intervention, teacher assistants will be used to provide support for all students. Bilingual para-professionals support in dual language classrooms is critical as language models, assist in district/state required assessments and help teachers manage workloads which double when learning /teaching in two languages. Bilingual paraprofessionals are language role models and are guided by teachers to support students as teacher directs learning, they clarify, | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |

|                                 |          |   |  |
|---------------------------------|----------|---|--|
|                                 |          | simplify, model and demonstrate and progress monitor for student engagement   |  |
| 0.75 FTE Specialist: Mariachi   | \$11,519 | The unique Spanish Immersion model at Davis Magnet utilizes specialists to release teachers to meet with PLC-CTT's but specialists also serve to support L2 learning in non-threatening, authentic classroom environments. The mariachi instructor would support K-2 student services and provide opportunities for teacher home visits and additional parent conferences for K-2 struggling students for early interventions | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 0.5 FTE Magnet Teacher: PE      | \$25,000 | Davis will utilize the PE specialist create a master schedule which will provide PLC-CTT time for teachers to meet weekly for at least 2 hour blocks.<br>Staff will address the achievement discrepancies by designing instructional strategies which are strategic, systematic, and timely and teacher directed. Support the development of L2 through authentic learning.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Magnet Coordinator      | \$50,000 | Magnet Coordinator will focus on both pillars- student achievement and integration: PLC -CTT coordinator, quarterly PLC-CTT units, student progress monitoring data, family event coordinator, and recruitment.   | Integration:<br>Providing Diversity, Excellence and Equity       |
| 1.0 FTE Librarian               | \$35,350 | In order to allow teachers to meet in PLC-CTT groups, Davis will fund a full-time librarian who teaches both the walk to Spanish Reading and creates multi-cultural learning opportunities and materials for all K-5 students.<br>Teachers will meet in PLC- CTTs 1 1/2 hours weekly to analyze student data and implement action plans for Tier I/II differentiated instructional groups, common assessments and planning.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Substitutes for Magnet Teachers | \$2,500  | Substitute pay for magnet teacher sick leave.   | 2: Effective Teachers and Instruction                            |

|   |          |   |  |
|---|----------|---|--|
| Added Duty                              | \$7,050  | While certified teachers provide intervention, teacher assistants will be used to provide support for all students.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Classified Hourly                       | \$3,000  | Classified personnel will support computer-based learning through approved Achieve 3000 and SuccessMaker intervention software. Support overall improvement for targeted students in after school tutoring program.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Family Engagement | \$800    | Added Duty for certified staff to participate in parent training session at school. Work with families to support family engagement and provide training session in reading and mathematics for parents.  | 6: Family and Community Engagement                               |
| Certified Added Duty: PD                | \$13,000 | Davis teachers will participate in a 5-day summer PD to unpack the standards, task analysis, and align standards to curriculum. Summer PD sessions will focus on best instructional practices for Bilingual Education, Culturally Relevant Curriculum, and strengthening PLC –CTT structures/process.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Recruitment       | \$1,200  | Maintain and recruit families to Davis to enhance racial balance. Recruitment and marketing for the Davis Bilingual Magnet program. Create and publish specialized brochures, information card, and flyers for presentations and open houses. Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large targeted populations).<br>Maintain high parent participation in PTA, Site Council and school-wide functions, and train parents as school recruiters. Pursue partnerships with the U of A, Pima College, South Tucson, Hispanic Chamber of Commerce, Mariachi clubs, and other agencies that embrace Hispanic culture to enhance the current program. | Integration:<br>Providing Diversity, Excellence and Equity       |
| Mileage                                 | \$100    | Mileage reimbursements for off-site recruitment and marketing events.   | Integration:<br>Providing Diversity,                             |

|  |         |   |   |
|--|---------|---|---|
|  |         |   | Excellence and Equity   |
| Supplies:<br>Instructional   | \$3,000 | Davis will purchase supplies and materials, which are culturally relevant to strengthen differentiated Tier I and Tier II learning opportunities. Purchase added materials for after school tutoring program.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Registration:<br>Magnet Schools of America (MSA) National Conference | \$1,800 | More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Davis will send the Magnet Coordinator and one Administrator to the MSA National Conference. Conference registration. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>Integration: Providing Diversity, Excellence and Equity                                       |
| Out of State Travel  | \$6,000 | Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |
| Supplies<br>Printing   | \$700   | Create banners, brochures, marketing flyers and advertising material to enhance recruitment for Magnet program and support ethnic diversity.  | Integration: Providing  |

|                                    |                  |   |  |
|------------------------------------|------------------|---|--|
|                                    |                  |   | Diversity, Excellence and Equity   |
| Professional Education Consultants | \$1,000          | Supports diversity goals, community outreach goals and providing access to culturally relevant experiences. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement |
| Employee Benefits                  | \$113,252        |   |  |
| <b>Total Budget 2020-21 SY</b>     | <b>\$505,858</b> |   |  |
| <b>Total FTE:</b>                  | <b>10.75</b>     |   |  |

| <b>Davis ES Title 1 Budget 2020-2021 SY</b> |                         |   |  |
|---|-------------------------|---|--|
| <b>Description</b>                          | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>SIAP/ Magnet Plan Principle #</b>                             |
| 0.75 FTE Instructional Tech Liaison         | \$16,500                | Instructional Tech Liaison to work with teachers to develop and administer common formative assessments aligned with the district curriculum and assists teachers to access the School City reports that they use to analyze student learning to plan for, implement and support Tier II and Tier III interventions and promote student success.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.25 FTE Teaching Assistant                 | \$25,800                | While certified teachers provide intervention, teacher assistants will be used to provide support for all students. Bilingual para-professionals support in dual language classrooms is critical as language models, assist in district/state required assessments and help teachers manage workloads which double when learning /teaching in two languages. Bilingual paraprofessionals are language role models and are guided by teachers to support students as teacher directs learning, they clarify, simplify, model and demonstrate and progress monitor for student engagement | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE School Community Liaison            | \$22,100                | A family liaison will help support/strengthen family engagement, training opportunities, and increase parent participation to improve student learning.   | 6: Family and Community Engagement                               |
| District Supplies                           | \$5,734                 | Student use of instructional supplies enhances their learning experience and actively engages students in lessons.  | 2: Effective Teachers and Instruction                            |
| Employee Benefits                           | \$20,612                |   |  |
| <b>Total Budget 2020-21 SY</b>              | <b>\$90,746</b>         |   |  |
| <b>Total FTE:</b>                           | <b>3.0</b>              |   |  |

**Dodge Middle Magnet School Plan 2020-21 SY**  
**Magnet Theme: Traditional**  
**Principal: Dinah McGlory**  
**Tucson Unified School District**

**MAGNET SCHOOL SUMMARY:**

Dodge Traditional Magnet Middle School is currently integrated and earned the Arizona State letter grade of B for the 2019-2020 SY. Magnet Schools of America recently awarded Dodge the Distinction Merit Award for 2020-2021. Dodge focuses on providing a 5R education focusing on Reading, Writing, Arithmetic, Respect, and Responsibility.

The school encompasses rigorous academics in a structured environment with high support systems. The success of the school a result of teacher commitment, involved parents, and dedicated students. The school’s exemplary behavioral expectations, and partnerships enables each enrolled student to advance academically. Dodge offers a multiplicity of advanced learning opportunities for our students including GATE resource, advanced core classes, high school credit Algebra, high school credit Spanish, a travel program, writing contests, and extra-curricular clubs and sports to celebrate diversity and develop leadership skills.

| <b>PROGRAMS</b>                                     |                    |  |                            |   |               |  |            |  |                                    |  |                      |
|---|--------------------|--|----------------------------|---|---------------|--|------------|--|------------------------------------|--|----------------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |                    |  |                            | <b>OTHER PROGRAMS</b><br>Check any/all that apply |               |  |            |  |                                    |  |                      |
| <b>X</b>  | <b>School Wide</b> |  | <b>Targeted Assistance</b> | <b>X</b>  | <b>Magnet</b> |  | <b>SIG</b> |  | <b>Targeted School Improvement</b> | <b>Comprehensive Support &amp; Improvement</b> | <b>D or F Status</b> |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                               |                                  |                                  |                                  |                                  |                               |
|--|-------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|
|  | <b>Feb. 15, 2020</b>          | <b>Oct. 9, 2020</b>              | <b>Dec. 18, 2020</b>             | <b>March 12, 2021</b>            | <b>May 21, 2021</b>              | <b>TBD</b>                    |
|  | <b>Magnet Plan Submission</b> | <b>Quarter 1 Progress Review</b> | <b>Quarter 2 Progress Review</b> | <b>Quarter 3 Progress Review</b> | <b>Quarter 4 Progress Review</b> | <b>Review of 2020 AzMERIT</b> |



## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, Dodge Magnet WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

**GOAL 2: Dodge Magnet will enhance academic quality by the end of the 2020-21 SY, as measured below.**

### **Academic Quality Measures:**

#### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

#### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Status:** <Updated by District with 100<sup>th</sup> Day Data in fall of 2020>

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Goal(s):**

**District Initiated and Supported:**

- Dodge participates in recruitment and marketing activities planned and implemented by the District and the School.
- District-level media is used to support the integration of diverse student population, i.e. print, social media, television (when provided)
- Dodge will continue to recruit non-Latino students from elementary school visits within and outside of the district.
- Dodge will hold recruitment nights to encourage enrollment of non-Latino students.
- Dodge will use marketing materials to support the school’s branding and all activities.

**Magnet Department Initiated and Supported:**

- Dodge will participate in Theme Visibility Walkthroughs that are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Magnet Coordinator (MC) will promote and recruit students to attend Dodge.
2. The MC will visit elementary schools within and outside of TUSD to promote and recruit students.

3. The MC will attend TUSD recruitment events.
4. The MC will schedule school tours and student-shadow times throughout the school year.
5. The MC documents recruitment and retention efforts in the District’s quarterly report.
6. The MC participates in all school events and speak to families about attending Dodge.

**Evidence of Progress**

- 40<sup>th</sup> and 100<sup>th</sup> Day Data
- Application Data
- School Survey
- Magnet Report
- Calendar of Events
- Sign-in Sheets

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.            |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |

**HISPANIC PROFICIENCY RATES**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.  |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |

## B. Actions to Improve Academic Quality

**Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>**

Dodge Magnet has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

### **SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.3, 2.4 and 2.7)**

**SIAP Indicator 2.3: Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction**

#### **Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

##### **District Initiated and Supported:**

- PD on rigor and differentiated instruction.
- All teachers will use a standardized lesson plan template, which includes effective research-based teaching strategies.
- New teachers will meet with teacher mentors to review lesson plans and check for rigor and differentiated instruction.
- The District will provide PD for the District's pacing calendar.

##### **Magnet Department Initiated and Supported:**

- Magnet department walkthroughs with constructive feedback on effective teaching strategies, rigor, and differentiated instruction.
- Magnet Coordinator walkthrough observations providing constructive feedback.

##### **Title 1 Initiated and Supported:**

- Professional Development on effective teaching strategies and differentiated instruction.
- Title 1 walkthroughs with constructive feedback on effective teaching strategies, rigor, and differentiated instruction.

**Critical Focus Area: Students receive comprehensive lessons designed to meet the needs of all learners.**

**Critical Focus Area Action Steps:**

1. Principal will review teachers’ weekly lesson plans for feedback on rigor and differentiated instruction.
2. Administration will conference with teachers on Peer observations, which focus on rigor and differentiated instruction.
3. Teachers will receive feedback from administration regarding Magnet walkthroughs with a focus on implementing lessons that are designed to meet the needs of all learners.
4. Leadership team will review all walk-through observations for rigor and differentiated instruction and feedback to PLC-CTTs teams.
5. PLC-CTTs will meet quarterly to review student data to implement differentiated instruction based on student needs.
6. Teachers will meet in content PLC-CTTs to develop rigorous vertical curriculum alignment allowing for differentiation as needed.
7. Teachers will use CFA data to identify standards students have not mastered for effective re-teaching strategies.

**Evidence of Progress**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Benchmark Data</li> <li>• AzMERIT Data</li> <li>• CFAs</li> <li>• Classroom observations</li> </ul> | <ul style="list-style-type: none"> <li>• Weekly lesson plans</li> <li>• Walkthrough documentation</li> <li>• PLC –CTTs and PD sign-in sheets</li> <li>• Weekly leadership meetings</li> </ul> |
|--|---|

**SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:****District Initiated and Supported:**

- Use of District teacher evaluations (Danielson Framework) to guide teacher performance in the areas of instruction and planning (Pre and Post conference).
- District support team and principal, i.e. Title 1, Magnet Department, and Regional Leadership use data from classroom instruction to identify strengths/refinements, and develop an action plan that addresses any instructional deficits.
- Teachers will use research-based instructional strategies, i.e. congruent learning objectives posted, check for understanding, common formative assessments, re-teach, hands-on activities, culturally relevant pedagogy, cooperative learning groups and scaffolding.

**Magnet Department Initiated and Supported:**

- Magnet Departments complete quarterly walkthroughs with feedback to support Tier I instructional practices for the school.
- Magnet Department will sponsor U of A Sky School- 3-day program to support rigorous hands-on student learning.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

**Title 1 Initiated and Supported:**

- The District's Support & Innovation Team (Title 1) along with the Magnet Department will gather classroom instruction trend data to identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.

**Critical Focus Area: Structure Systems for Monitoring Daily Instruction****Critical Focus Area Action Steps:**



1. Daily and weekly walkthrough with reflections to collect and review evidence-based instruction for rigor and relevancy by the walkthrough team, which includes teachers, leadership team and principal.
2. Whole school weekly walkthroughs completed by leadership team, principal, peer-to-peer with feedback to support Tier I instructional practices.
3. Leadership team will maintain a walkthrough log that includes observation findings and feedback provided to teachers.
4. Leadership team will support teacher with strategies to implement bell work as a whole school focus.

**Evidence of Progress**

- Walkthrough Documentation
- Lesson Plans
- Bell- Work Strategies

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported**

- Offer interventions and supplemental services (math and ELA) during and after school to support students through Tier II and III instructions.
- MTSS Lead and PLC-CTTs will meet to focus on academic performance data (school wide, grade level, and classroom level Tier I, II, and III) developing individual student action plans to increase student achievement.
- The Dean of Students/ MTSS Lead will facilitate the MTSS process and communicate with teachers about discipline outcomes.
- The principal and school leadership team will use structured systems to monitor the efficiency and effectiveness of PLC –CTTs grade level and subject collaboration.

- The Dean and Counselor will provide support to students through regular check-ins and the use of Restorative Practices to reduce student conflict.
- Dodge will use PBIS and Respect and Responsibility (R & R) cards to track student behavior. PBIS will provide students with incentives for their positive behavior. (Bull Dog Bucks to exchange for time on Ping Pong and Foosball tables and/or exchange at the PBIS store).
- New teachers will attend PDs to incorporate IXL and review strategies to support Tier I and Tier II interventions.
- PD training for teachers to utilization the data from IXL and CFA's in order to identify individual student learning gaps.

### **Magnet Department Initiated and Supported**

- Magnet Coordinator will monitor data from School City and IXL and document in the Magnet Report.
- Incoming sixth grade students have an opportunity to attend a two-week summer bridge program. The program teaches students about PBIS, homework expectations, and Middle School 101. Student are assessed in Reading and math for advanced placement, intervention classes and student improvement plan.
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Teachers will use the District rubric to rate and improve PLC-CTTs.

### **Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

1. Math and reading intervention classes provide academic support to students who have specific skill gaps based on 2020 AzMERIT test scores. Intervention classes are part of the daily school schedule.
2. Teachers will assess students on SRI, (Scholastic Reading Inventory) math placement exam and district test data, for student placement in ALE (Advanced Learning Experiences) math and reading interventions, and study skills classes.
3. Dodge has a designated sixth grade reading teacher who uses SRI frequently to assess student growth.

4. Teachers will meet with students individually (Talking to the Test) to review the student’s data and set improvement goals.
5. The counselor will meet with specific students who need emotional support a behavior contract.
6. The counselor will complete regular check-ins to help support students.
7. Students identified with attendance/tardy, behavior, and/or grade issues will meet with the Dean of Students, Counselor, PCL team and Principal to review behavior plans and academic plan for improvements.

**Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• The SRI scores Pre and Post Test</li> <li>• Walkthrough Documentation</li> <li>• Benchmark data</li> </ul> | <ul style="list-style-type: none"> <li>• AzMERIT scores</li> <li>• Synergy documentation</li> <li>• Student Data Goals</li> </ul> |
|---|---|

**Critical Focus Area 2 : High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. The Dodge Professional Development School Calendar will provide teachers with the training to ensure that PLC-CTTs practices are in place and curriculum is aligned to the TUSD Curriculum.
2. Seven period schedule allows PLC Collaborative Teacher Teams (CTTs) to meet regularly. Teams will review PLC-CTTs guiding questions for effective collaboration.
3. PLC-CTTs will clarify the essential learning (unpacking standards) for each unit of instruction as determined by the TUSD Curriculum and scope and sequence
4. PLC-CTT leadership team will meet weekly to provide feedback and support for PLC-CTTs.
5. Teacher PLC-CTTs will provide and analyze formative assessments on a regular basis.

6. Teachers will use the results from formative assessments and District benchmark data to develop effective instructional strategies, plan new lessons, and identify students who need additional support for learning during “push-in/pull-out” PLC-CTTs.
7. Teachers meet in content area PLC-CTTs to develop Tier I tasks, i.e. lesson plans, engaging strategies, data analysis, and developing formative assessments.

**Evidence of Progress**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• PLC- CTTs agendas and minutes</li> <li>• PLC-CTTs will sign-in daily for a meeting or push-in pullout interventions.</li> </ul> | <ul style="list-style-type: none"> <li>• Sign-in sheets</li> <li>• CFAs</li> <li>• Data Analysis of CFAs and District Benchmarks</li> </ul> |
|--|---|

**SIAP Principle 4: Effective Curriculum (Indicator 4.4 and 4.6)**

**SIAP Indicator 4.4: Our written curricula accommodate the needs of all learners**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Teachers will implement the TUSD Curriculum with and fidelity and follow the District scope and sequence calendar.
- The Dodge Professional Development School Calendar will provide teachers with training to ensure PLC-CTTs alignment to the TUSD Curriculum scope and sequence.
- Leadership will provide professional development in the use of TUSD Curriculum.
- The principal will document the effectiveness of TUSD curriculum during classroom observations and walkthroughs looking for congruency of the posted objectives and teaching outcomes.

**Magnet Department Initiated and Supported:**

- Magnet Coordinator will provide training for teachers on the use of Traditional Magnet theme material aligned with TUSD Curriculum during PLC-CTTs.

**Critical Focus Area: Teachers plan to meet diverse learner needs by providing opportunities for remediation and extension learning.**

**Critical Focus Area Action Steps:**

1. Teachers will plan for a use a variety of Tier I and II interventions during classroom instruction and provide opportunities for extension within all disciplines.
2. MTSS team will identify and place students into intervention classes to accommodate their deficiencies.
3. The principal will review lesson plans for rigor and provide feedback for growth to the teacher. Feedback will include the planning of opportunities for remediation and extensions.

4. Teachers will use school-wide Bell Work in Math and LA, analyzed by PLC-CTTs to identify student learning gaps and re-teaching or extension opportunities.
5. Teachers will prepare lesson plans that anticipate the needs of diverse learners and special education students, and plan for differentiated groups in the course of Tier 1 instruction.

**Evidence of Progress**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Sign-in Sheet for PLC-CTTs and PD</li> <li>• Lesson plans</li> </ul> | <ul style="list-style-type: none"> <li>• Classroom Observations</li> <li>• Walkthroughs</li> </ul> |
|---|--|

**SIAP Indicator 4.6: Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Teachers will implement, monitor, review and evaluate TUSD Curriculum lessons for effectiveness and student achievement.
- The Dodge Professional Development School Calendar will provide teachers with the training to ensure that PLC-CTTs practices are in place and curriculum is aligned to the TUSD Curriculum and the scope and sequence.
- Leadership will assist in providing professional development for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.
- The principal will review lesson plans for rigor and give feedback during the pre-conference, post-conferences, or during classroom walkthroughs.

**Magnet Department Initiated and Supported:**

- Magnet Coordinator will provide training for teachers on the use of Traditional Magnet theme material aligned with TUSD Curriculum during PLC-CTTs.
- Teachers will prepare lesson plans documenting the use of high rigor in reading, writing, and math.

|  |   |
|--|---|
| <b>Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.</b>   |   |
| <b>Critical Focus Area Action Steps:</b>   |   |
| <ol style="list-style-type: none"> <li>1. PLC-CTTs will clarify the essential learning i.e. unpacking standards for each unit of instruction as determined by the TUSD Curriculum and scope and sequence and aligned all lesson planning and assessments to the curriculum.</li> <li>2. Subject level PLC-CTTs will review, plan, and implement TUSD curriculum in all classes using TUSD scope and sequence.</li> <li>3. PLC-CTTs with the Leadership Team will perform a gap analysis between curriculum, and instruction and assessment to ensure that students achieve the essential learning from the District scope and sequence.</li> </ol> |   |
| <b>Evidence of Progress</b>  |   |
| <ul style="list-style-type: none"> <li>• Sign-in Sheet for PLC-CTT and PD</li> <li>• Lesson plans</li> </ul>   | <ul style="list-style-type: none"> <li>• Classroom Observations and Walkthroughs</li> <li>• Benchmark data</li> <li>• Curriculum, instruction, assessment gap analysis</li> </ul> |

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1 and 6.2)****Family Engagement Objectives:**

- By the end of the 2020-21 SY, 85% of families will have participated in a meeting/conference, i.e. child's academic and/or behavioral progress, celebrations, PAC, Site Council, Cultural events
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 97.14% Parent/Guardian overall satisfaction.

**SIAP Indicator 6.1: Our school creates and maintains positive, collaborative partnership among families, communities and schools to support student learning.****Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:****District Initiated and Supported:**

- Inform teachers, staff, parents and the community of our plan for improvement designed to increase student achievement.
- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to receive input on the needs of their child. Teachers will incorporate this information into individual student academic and behavioral plans.
- The Community Liaison will collect, monitor, and document data related to parent and community involvement.

**Magnet Department Initiated and Supported:**

- Provide at least two Dodge Recruitment events
- Encourage community partnership attendance.
- Provide at least two Dodge Orientations for incoming families.
- Communicate with current community partners every quarter.
- Acknowledge all community partners for their volunteer work in monthly newsletter.



- Contact new potential partners to provide opportunities for students and families.
- Community Liaison to coordinate resources to support students and families with basic needs.
- Communicate with families and community about school programs and student academic achievement using both written and electronic methods including: Dodge Dispatch, updated website, marque, Parent link calls, and emails.
- The Magnet Coordinator will collaborate with the Community Liaison or other site-based employees to increase parent, community, and partnership engagement.

**Title 1 Initiated and Supported:**

- Communicate with current community partners every quarter
- Acknowledge all community partners for their volunteer work in monthly newsletter.
- Contact new potential partners to provide opportunities for Dodge Traditional Magnet Middle School students and families.
- Community Liaison to coordinate resources to support students and families with basic needs.
- Communicate with families and community about school programs and student academic achievement using both written and electronic methods including: Dodge Dispatch, updated website, Parent link calls, and email blasts.
- The Community Liaison will collaborate with the Magnet Coordinator or other site-based employees to increase parent, community, and partnership engagement.

**Critical Focus Area:**

**Critical Focus Area Action Steps:**

1. Magnet Coordinator will make contact with all elementary schools in our district as part of recruitment and attend TUSD events to represent our school.

2. The Magnet Coordinator and the Community Liaison will plan, implement, and oversee all the engagement recruitment activities.
3. Dodge will continue to hold after school events. i.e. Band and Orchestra Concerts, Dinner Theater, Choir Performances, STEAM and Multi-cultural dinner that will provide opportunities for increased student and family engagement.
4. Dodge will communicate participation opportunities to families for community events, i.e. Fall Carnival, Sandwich Saturday, Builder’s Club events, STEAM night, Multi-Cultural and Choir performances at assisted living facilities.

**Evidence of Progress**

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|--|--|
| <ul style="list-style-type: none"> <li>• Parent attendance sign-in sheets</li> <li>• Letters of support</li> </ul> | <ul style="list-style-type: none"> <li>• A list of community partners and their support</li> <li>• School newsletter.</li> </ul> |
|--|--|

**SIAP Indicator 6.2: Our school engages in ongoing meaningful and inclusive communication among families, communities and school**

**Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:**

**District Initiated and Supported:**

- District will provide written translation and translators when needed.
- District will highlight Dodge and special activities on the district social media.

**Magnet Department Initiated and Supported:**

- Magnet Coordinator will make sure that any recruitment material is translated in the schools predominate foreign language.
- The Webmaster will provide a magnet school link on school’s website to communicate about upcoming school events.

**Title 1 Initiated and Supported:**

- Community Liaison will update the marque with upcoming events in dual language.

- Community Liaison will update the social media website with calendar events in dual language.

**Critical Focus Area: Effective communication between communities and families support student educational opportunities.**

**Critical Focus Area Action Steps:**

1. Site Council and PAC meetings will be held off-site for increased parent engagement.
2. Community Liaison will update social media websites weekly including a monthly calendar.
3. Community Liaison will update marque with current events.
4. Dodge will communicate via Parent Link monthly about family engagement opportunities, i.e. Band & Orchestra concerts, Dinner Theater, Fall Carnival, Sandwich Saturday, Builder’s Club events, STEAM night, Multi-Cultural and Choir performances at assisted living facilities.
5. Monthly communications will be translated.

**Evidence of Progress**

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|---|--|
| <ul style="list-style-type: none"> <li>• Number of translated documents per year.</li> <li>• Community feedback survey</li> </ul> | <ul style="list-style-type: none"> <li>• Increased participation in our off campus site council and PAC meetings. (sign-in sheet)</li> <li>• Increased family engagement participation based on dual language communication via sign-in sheets.</li> </ul> |
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## **DODGE MS BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Intervention Teacher (910G, 202)
- 1.0 FTE Reading Interventionist (910F, 202)
- 1.0 FTE School Community Liaison (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Dean of Students (Title I)
- 1.0 FTE Behavior Intervention Monitor (Title 1)

| <b>Dodge MS Magnet Deseg Budget 2020-2021 SY</b> |                         |  |   |
|--|-------------------------|--|---|
| <b>Description</b>                               | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>   | <b>Magnet Plan Principle #:</b>   |
| 1.0 FTE Intervention Teacher                     | \$52,000                | Students identified as needing supplemental Tier 2 support for math and reading will be assigned an intervention class moving in and out based on performance data.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| 1.0 FTE Reading Interventionist                  | \$52,000                | All 6th grade students will take two hours of ELA with one hour dedicated to reading instruction and one to grammar and writing.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| 1.0 FTE School Community Liaison                 | \$23,645                | Community Liaison will work with students from targeted ethnicity to build relationships, check on attendance issues, and provide academic support including organizational skills as needed.<br>Will also assist in promoting and supporting parents with strategies to help their child be more successful in school.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement                          |
| 1.0 FTE Magnet Coordinator                       | \$47,000                | In order to attract diverse ethnically balanced students and maintain an integrated status, the Magnet Coordinator will market, conduct recruitment events, track recruiting activities, and attend all district sponsored magnet events that are pertinent to middle school enrollment targeting the ethnic groups needed.<br>In addition to recruitment responsibilities, Magnet Coordinator will ensure that student interventions are working and to help in identifying intervention needs, Magnet Coordinator will participate in regular data analysis and support the MTSS team. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br><br>Integration: Providing Diversity, Excellence and Equity |

|  |          |  |  |
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| Substitutes  | \$2,000  | Substitutes to cover sick leave for magnet funded teachers   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Added Duty: Tutoring   | \$8,000  | To provide Tier II interventions, Dodge will continue to offer after school tutoring by grade level. Open to all students but student with an F at progress or end of quarter will get specific invitation to attend.                          | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Added Duty: Certified Summer Hourly Teachers / Summer Jump Program Coordinator | \$15,450 | Dodge will maintain a 10-day summer JumpStart program for incoming 6th graders. This sets guidelines and expectations of the Dodge program, establishes relationships with teachers, and provides remediation of basic skills in core classes. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Classified Hourly: Summer Jump Bridge Program                                  | \$1,200  | Classified staff to help support Summer Jump Program.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Recruitment  | \$2,000  | Supplemental monies for magnet coordinator/teachers for off contract hours spent at magnet events to promote our school with goal to become integrated.  | Integration: Providing Diversity, Excellence and Equity          |
| Supplies: Instructional  | \$5,860  | This will include resources for teachers to use in the classroom to improve instruction.   | 2: Effective Teachers and Instruction                            |

|  |         |  |  |
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|  |         |  | 4: Effective Curriculum  |
| Mileage  | \$200   | Magnet Coordinators are required to travel to sites around the district  | Integration:<br>Providing Diversity, Excellence and Equity   |
| Registration:<br>Magnet Schools of America (MSA) National Conference and No Excuses University (NEU) National Convention | \$1,800 | <p>More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA’s annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. Dodge will send the Magnet Coordinator and one Administrator to MSA National Conference.</p> <p>The NEU National Convention was created for NEU educators by NEU educators. This event is an opportunity for dynamic educators to not only network and share about the six exceptional systems they have embraced, but also come together to celebrate the fantastic accomplishments we as a network have achieved. This unique event highlights two special and highly motivational keynote speakers, a state of the network address from Founder Damen Lopez, and the best and brightest current NEU practitioners who have applied and been selected to present each of the breakout sessions.</p> | <p>2: Effective Teachers and Instruction</p> <p>4: Effective Curriculum</p> <p>Integration:<br/>Providing Diversity, Excellence and Equity</p> |
| Out of State Travel: MSA, NEU  | \$6,000 | Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference and NEU Convention.  | <p>2: Effective Teachers and Instruction</p> <p>4: Effective Curriculum</p> <p>Integration:<br/>Providing Diversity, Excellence and Equity</p> |

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|----------------------------------|------------------|--|--|
| U of A Sky School                | \$4,400          | A group of middle school students will be provided with the opportunity to participate in UA Sky School's <b>Sky Island Survey</b> , a 3 day/2-night field trip that includes daytime field instruction in small groups, nighttime astronomy experiences, dormitory lodging, and all meals. This opportunity will be available to 20 7th-8th graders (located within the Coronado National Forest and Mt. Lemmon). | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Employee Benefits                | \$55,389         |  |  |
| <b>Total Budget 2020-2021 SY</b> | <b>\$284,744</b> |  |  |
| <b>Total FTE:</b>                | <b>4.0</b>       |  |  |



| <b>Dodge MS Title 1 Budget</b>        |                         |   |   |
|---------------------------------------|-------------------------|---|---|
| <b>Description</b>                    | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>SIAP/ Magnet Plan Principle #</b>  |
| 1.0 FTE Behavior Intervention Monitor | \$ 22,500               | Provide support for the Behavior Intervention Program under the direction of the principal. Monitor and conduct dialogues with students, serves as liaison between students and the administration and maintains documentation,   | 6: Family and Community Engagement  |
| 1.0 FTE Dean of Students              | \$50,000                | The Dean of Students collaborates with district staff, parents and students to identify high-risk students for future prevention services. The Dean of Students may visit students and parents in the home to determine causes for absenteeism, academic or discipline problems. The Dean monitors these students as they enter and go through school to determine impact of prevention activities. | 2: Effective Teachers and Instruction<br>6: Family and Community Engagement |
| Certified Added Duty - Tutoring       | \$5,280                 | Certified staff to provide tutoring to identified students in need of remediation for math and ELA outside of the school day.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum            |
| Certified Added Duty PLCs             | \$8,000                 | Certified staff to review curriculum at the beginning of each semester.   | 4: Effective Curriculum   |
| District Supplies                     | \$1,000                 | Provide supplies for Jump Start Program for summer program, i.e. copy paper, and ink,   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum            |
| Technology                            | \$10,000                | Purchase new promethean board, document cameras, and laptops for five teachers.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum            |

|                                  |                  |   |  |
|----------------------------------|------------------|---|--|
| Instructional Aids               | \$2,000          | Purchase instructional aids for students, i.e. graphic calculators for our new high school credit math classes. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Employee Benefits                | \$21,750         |   |  |
| <b>Total Budget 2020-2021 SY</b> | <b>\$120,530</b> |   |  |
| <b>Total FTE:</b>                | <b>2.0</b>       |   |  |

**Drachman K-8 Montessori Magnet School Plan 2020-21 SY**  
**Magnet Theme: Montessori**  
**Principal: Jesús Celaya, Ph.D.**  
**Tucson Unified School District**

**MAGNET SCHOOL SUMMARY**

Drachman K-8 Montessori is currently an integrated school that received an Arizona Letter Grade of a C in 2019-20 SY. In Montessori education, children use hands-on Montessori learning materials, which make abstract concepts more concrete. Multiage classrooms create an opportunity for younger students to be exposed to higher level concepts, and older students the opportunity to work with younger students, resulting in a greater depth of understanding for the older learners. Montessori classrooms allow for intervention and academic acceleration to coexist in a single classroom.<sup>1</sup>

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<sup>1</sup> Individualized academic plans in combination with multiage learning environments allow teachers to provide developmentally appropriate lessons for all simultaneously. Students and teachers collaborate to design individual work guides, which facilitate the children's ability to choose appropriate learning materials. Children are encouraged to work independently and are allowed time to explore, make decisions, and manage their time. Cultivating this independent study fosters the desire for knowledge and academic advancement, which creates lifelong learners. Montessori education builds community and social skills, encouraging students to become peaceful, responsible, caring citizens of the world. The Montessori Method guides children to discovering the purpose of education in relation to the real world. They also learn that caring for themselves through physical, mental, and emotional means better their lives and the lives of others.

| <b>PROGRAMS</b>                                     |             |                          |                     |   |        |                          |     |                          |                             |                          |                                     |                          |               |
|---|-------------|--------------------------|---------------------|---|--------|--------------------------|-----|--------------------------|-----------------------------|--------------------------|-------------------------------------|--------------------------|---------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |             |                          |                     | <b>OTHER PROGRAMS</b><br>Check any/all that apply |        |                          |     |                          |                             |                          |                                     |                          |               |
| <input checked="" type="checkbox"/>                 | School Wide | <input type="checkbox"/> | Targeted Assistance | <input checked="" type="checkbox"/>               | Magnet | <input type="checkbox"/> | SIG | <input type="checkbox"/> | Targeted School Improvement | <input type="checkbox"/> | Comprehensive Support & Improvement | <input type="checkbox"/> | D or F Status |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                        |                           |                           |                           |                           |                        |
|--|------------------------|---------------------------|---------------------------|---------------------------|---------------------------|------------------------|
|  | Feb. 15, 2020          | Oct. 9, 2020              | Dec. 18, 2020             | March 12, 2021            | May 21, 2021              | TBD                    |
|  | Magnet Plan Submission | Quarter 1 Progress Review | Quarter 2 Progress Review | Quarter 3 Progress Review | Quarter 4 Progress Review | Review of 2020 AzMERIT |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, DRACHMAN WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: DRACHMAN WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Status:** <Updated by District with 100<sup>th</sup> Day Data in fall of 2020>

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Goal(s):**

**District Initiated and Supported:**

- The District Communication Department will provide marketing materials appropriate to support the school’s branding and activities. Materials include banners, posters, brochures, and other school specific materials.
- Drachman will be part of the District Communication Department deployment of commercial media including television, print, and social media.
- Recruitment and marketing activities are planned and implemented by the District, Magnet Department, and the school.

**Magnet Department Initiated and Supported:**

- The school will plan and implement Magnet recruitment and retention activities and events that are proven to increase integration.
- Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Drachman will recruit non-Latino students at marketing events that are hosted by TUSD and that are site-initiated events. Events will include recruitment at Reid Park Zoo, the Tucson Children’s Museum, the Tucson Festival of Books, and visits to preschools across Tucson, Open House Events at Drachman, and School Choice Week Events.

2. The Magnet Coordinator will follow-up with interested families to confirm submitted applications and enrollment.
3. The Magnet Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
4. Recruitment logs will be kept on-site and document district and school recruitment events, school tours, and magnet phone inquiries.
5. Work with School Community Services in communicating an admission criterion for grades 6-8<sup>th</sup> to ensure success with the Montessori learning experiences.

**Evidence of Progress**

- Event Sign-In Sheets
- School Tour Logs
- School Choice Applications/ Enrollment Data
- Magnet Reports

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.            |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.  |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |



**HISPANIC PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.   |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |

## B. Actions to Improve Academic Quality

### Comprehensive Magnet Level of Support for 2020-21 SY: <To be determined by the District>

Drachman has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weaknesses across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Plan: (2) Effective Teachers and Instruction, (4) Effective Curriculum, and (6) Family and Community Engagement. The lowest Indicators for each principle are addressed.

### SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.3, 2.4 and 2.7)

**SIAP Indicator 2.3: Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction.**

#### **Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

##### **District Initiated and Supported:**

- Instruction is aligned to standards. This instruction may be sequenced differently than the TUSD pacing guide in order to support the Montessori practice of mixed grade level groupings and to utilize Montessori materials more effectively to support mastery of standards.
- Planning provides success criteria for students either through the inherent nature of Montessori materials (success or failure) or by providing a clear rubric.
- Progress records and/or common formative assessments are used to guide planning and instruction.
- Middle school students spend a portion of their day working in heterogeneous cooperative learning groups to support students at different levels.

- The district GATE department provides GATE opportunities for gifted students (weekly pullout for GATE identified elementary students, and daily GATE in middle school which includes all GATE identified students as well as other students through self-selection and teacher recommendation.
- The district provides training and support for Targeted Learning Support tutoring for selected students who are below proficiency.

**Magnet Department Initiated and Supported:**

- Magnet Department support provides the opportunity for middle school teachers to include extra academic enrichment instruction.

**Title 1 Initiated and Supported:**

- The district department for School Improvement provides training and support for use of the Math Pathways and Pitfalls program.

**Critical Focus Area: Teaching strategies including Montessori practices will support student learning.**

**Critical Focus Area Action Steps:**

1. K-5 teachers maintain progress records which are used to support planning and pacing of small group instruction and individual assignments.
2. K-5 students' work is differentiated through individualized work plans.
3. Teachers at all levels assess work on the basis of mastery and mastery standards are differentiated for students based on individualized student needs. Montessori practices support differentiation through the level of mastery demonstrated by each individual student on the same work.

**Evidence of Progress**

- Benchmark Data
- Progress Records
- Formative assessment data

**SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:****District Initiated and Supported:**

- The school PD calendar will support ongoing district initiatives (supported by the deployment of personnel and resources).
- Use the Teacher Evaluation Instrument (Danielson Framework) to guide pre-conferences, evaluations, and post-conferences.
- Teachers will implement Balanced Literacy and Guided Reading in all classrooms for ELA.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Teachers will provide language opportunities including sheltered English language development and visual models.
- The principal will ensure that the computer component to the school's curriculum will be utilized.
- Daily Instruction will include research-based Montessori practices as evidenced in lesson documentation, standards documentation, and observations. Students are taught by ability level for the math and ELA for Tier 1 instruction and for Tier 2 intervention.
- Teachers will ensure clear learning goals and strategies for each math/reading lesson; communicate them throughout.
- Magnet Coordinator and Montessori Lead Teacher(s) will provide ongoing PD on Tier I instructional strategies, focused quality Tier 1 instruction and Montessori strategies

**Magnet Department Initiated and Supported:**

- The Magnet Department will conduct walkthroughs and provide feedback to Drachman's Principal and Leadership Team. The frequency of the walkthroughs will be determined by the Magnet Department.

- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

**Title 1 Initiated and Supported:**

- The Title 1 Department will conduct walkthroughs and provide feedback to Drachman’s Principal and Leadership Team. The frequency of the walkthroughs will be determined by the Title 1 Department.

**Critical Focus Area: Structured Systems for Monitoring Daily Instruction**

**Critical Focus Area Action Steps:**

1. The principal and school leadership team will follow a Montessori system for monitoring daily instruction.
2. The principal will follow a walkthrough and reflection cycle where walkthrough data is collected and shared with the teacher.
3. The principal will use walkthrough observations to support teachers with Montessori practices that support student learning
4. The principal will provide teachers with written and oral feedback through walkthroughs and classroom observations.
5. The principal will use walkthrough trend data and District walkthrough data to identify instructional trends for strengths and refinements in the area of quality Tier 1 instruction.
6. Quality Tier 1 instruction areas of refinements that are identified as a need for the whole-school will drive professional development needs. Professional development will be planned around these refinement areas and delivered by the administration, District Professional Development and/or Magnet Department.

**Evidence of Progress**

- |                  |                        |
|------------------|------------------------|
| • PD Calendar    | • Walkthrough Feedback |
| • PLC Agendas    | • Teacher Evaluations  |
| • Benchmark Data | • CFA Data             |

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Targeted tutoring sessions will take place four (4) days a week from January – March 2021 for “Cusp” students in math and ELA.
- The Multi-Tiered System of Support (MTSS) framework-processes will be used to maximize achievement for all students through systematic gathering of data used for educational decision making (screening, diagnosis, and progress monitoring) to support student achievement as evidenced in progress monitoring data, data notebooks, and MTSS and/or PLC Collaborative Teacher Team meeting notes.
- Teachers will utilize district benchmark assessment and school CFA data to identify students that require additional instruction or Tier 2 support. This data will guide the planning and implementing lessons for re-teaching to ensure that all students reach mastery. This will be part of the PLC Collaborative Teacher Team cycle.
- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.
- The principal and school leadership team has a structured system for monitoring the efficiency and effectiveness of PLC Collaborative Teacher Teams grade level/course teamwork (mutually developed with teachers, structured systems for PLC Collaborative Teacher Teams support).
- Eight Montessori classroom teachers who have not received formal Montessori Training (out of 18 Montessori classrooms) will receive professional development on Montessori philosophy and structures that the Magnet Coordinator and principal provide.
- K-5 Students’ Progress is guided by, and documented in, student individualized work plans / progress records.
- Middle school’s student plans / progress records are set up for each class period and the Montessori element of choice is incorporated.

**Magnet Department Initiated and Supported:**

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Teaching assistants will support quality Tier 1 and Tier 2 instruction by supporting interventions and accelerations.

**Title 1 Initiated and Supported:**

- Support staff for Math and ELA Tier 1-3 instruction aligned to TUSD's Curriculum.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)****Critical Focus Area Action Steps:**

1. Teachers will use small group Montessori instruction, which focuses on procedural fluency and automaticity in CORE areas.
2. Teachers will use Guided Reading small group instruction to support ELA. Tier 2 and Tier 3 students will be identified and receive daily instruction through guided reading lessons.
3. Develop a schedule to use available technology (lab/COWS) for implementation of Edgenuity, SuccessMaker, and/or IXL Tier 2 and Tier 3 interventions.
4. Teachers will utilize district benchmark assessment and school CFA data to identify students that require additional instruction or Tier 2 support. This data will guide the planning and implementing lessons for re-teaching to ensure that all students reach mastery. This will be part of the PLC Collaborative Teacher Team cycle.
5. Teachers will plan and implement Montessori small group instruction. Leadership team will identify strengths and refinements through classroom walkthroughs. Develop next steps for refinements with the teacher and the principal will observe implementation of action steps.
6. Edgenuity will be used to support math and ELA Tier 1, Tier 2, and Tier 3 instruction.

7. Montessori Resource Teachers will provide literacy instruction in Book Clubs and math/reading interventions.

**Evidence of Progress**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Lesson Plans</li> <li>• Magnet Report</li> <li>• Edgenuity/SuccessMaker/IXL Student Data</li> <li>• Classroom Walkthrough Data</li> </ul> | <ul style="list-style-type: none"> <li>• Next Steps Action Plans</li> <li>• Common Formative Assessments and Data</li> <li>• Benchmark Data</li> <li>• PLC Agendas and Minutes</li> <li>• Schedule for Technology Use</li> </ul> |
|--|--|

**Critical Focus Area 2 : High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. PLC Collaborative Teacher Teams (CTTs) embedded time within the school day: 45 minutes in weekday PLC that include 3-4 teachers of similar grade level and a resource teacher who will facilitate the PLC (or a designated lead classroom teacher to facilitate the PLC since we are losing funds to staff the number of Montessori Lead Teachers we staff in 2020-2021) .
2. Wednesday Cadre PLC-CTTs (4-7 classroom teachers and 1 resource teacher) will meet for 60 minutes.
3. PLC-CTTs will develop and use the results from common formative assessments to share and to develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.
4. Magnet Coordinator and Montessori lead teacher(s) will work with PLC-CTTs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum and the scope and sequence is aligned to instruction, common formatives and benchmark assessments.
5. The District PLC-CTTs rubric will be used by instructional leaders to provide feedback for strengthens and refinement to PLC teams after PLC-CTTs observations.

**Evidence of Progress**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• PLC-CTTs Agendas and Minutes</li> <li>• CFA Calendar/Data</li> <li>• PLC-CTT Observation Data</li> </ul> | <ul style="list-style-type: none"> <li>• PLC-CTT Rubric</li> <li>• PLC-CTT Action Plans</li> <li>• Magnet Reports</li> </ul> |
|---|--|



**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Implement District Curriculum that is aligned to the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.
- Leadership Team will help provide PD for teachers to ensure that teachers are using the TUSD Curriculum with fidelity.
- Teachers will meet in PLC teams to plan lessons that provide opportunities for students to connect personally with curriculum through use of culturally relevant materials.

**Magnet Department Initiated and Supported:**

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- The music teacher will support student instruction so teachers can work in PLCs during contract time.
- Drachman’s Middle School Teachers will work on 6/5<sup>th</sup> contracts in order to deliver the District Curriculum Standards with the Montessori Middle School Curriculum.

**Title 1 Initiated and Supported:**

- Support staff to provide Math and ELA Tier 1-3 Instruction aligned to TUSD’s District Curriculum.

**Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.**

**Critical Focus Area Action Steps:**

1. Collaborative Teacher Teams will plan instruction that is aligned to the TUSD Curriculum and implement the curriculum standards through daily lesson plans.
2. District pacing guides will be used when planning units for instruction and daily lesson plans.
3. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment, planning, and implementation of TUSD Curriculum to the daily lesson plan and the district's scope and sequence.
4. PLCs will create Grade Level Common Curriculum Calendars aligned to TUSD's Curriculum Pacing Guides.
5. Teachers use Montessori materials/philosophy as primary means of delivering curriculum (supplemented by TUSD resources).

**Evidence of Progress**

- Common Formative and Benchmark Data
- Data Analysis
- Grade Level Common Curriculum Calendars
- Units of Study

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****Family Engagement Objectives:**

- By the end of the 2020-21 SY, 95% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 93.62%% Parent/Guardian overall satisfaction.

**SIAP Indicator 6.1: Our staff creates and maintains positive, collaborative partnership among families, communities, and schools to support student learning.****Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:****District Initiated and Supported:**

- Family Engagement Center Support Events & Notifications
- District Scheduled Parent/Teacher Conferencing Dates
- USP & Family Engagement Center Support Events & Notifications- evidenced by Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.
- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.
- Provide meaningful opportunities for families and stakeholders to inform school processes, events, and to provide feedback about ways in which the school might increase.
- Provide every parent at least two meaningful, personal forms of engagement or communication during the 2020-21SY.
- Invite parents to participate in different community events held at our school throughout the school year.

- Foster parent partnerships through School Council and PTA.
- Principal will provide a monthly review of the IAP and magnet plan and progress during the School Council and PTA meetings.
- Principal will provide monthly Ecology Reports, Staffing Updates, and discussion/decision items to School Council and PTA.
- Opportunity will be provided monthly to the community for neighborhood report, open audience and following PTA meeting.
- Set monthly or quarterly meeting dates at the beginning of the school year and provide reminder letters, phone calls, and agendas two days before the meetings (collect sign-in sheets for both PTA and Site Council meetings and save on-site).
- Quarterly assemblies take place to share data with students and teachers to prepare and “Pep-Talk” upcoming benchmarks.
- Post PTA meetings on Facebook Live every month so all families are informed of school ongoing and school plans.
- Drachman’s Montessori Behavior Monitor will support family connections and behavioral supports for students with behavioral issues to maximize their engagement in the classroom.

**Magnet Department Initiated and Supported:**

- Magnet Coordinator will attend Magnet Coordinator Meetings that have a focus on how to develop partnerships among families, communities, and schools that enhances student development and learning.

**Title 1 Initiated and Supported:**

- Title 1 Family Engagement Lead Staff Member to attend meetings that have foci on how to develop partnerships among families, communities, and schools that enhances student development and learning.

**Critical Focus Area: To develop partnerships among families, communities, and schools that enhances student development and learning.**

**Critical Focus Area Action Steps:**

1. Hold parent conferences twice per year on district scheduled dates.
2. Establish a Parent-Teacher committee to meet quarterly.
3. Schedule academic family engagement activities and events at least once quarterly. These activities will include Literacy Night, Math Night, and Montessori Curriculum Night.
4. Use social media, including Parent Link and Facebook, to communicate frequently and effectively with families /guardians about family engagement opportunities at the site and at the district family centers.

**Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• School Quality Survey Data</li> <li>• Outreach Data</li> <li>• Parent Link, Newsletters</li> <li>• Family Engagement Calendars &amp; Outreach Documentation</li> </ul> | <ul style="list-style-type: none"> <li>• USP Family Event Records</li> <li>• Meeting/Training Agendas &amp; Sign-In Sheets</li> <li>• PTA Records</li> <li>• Parent Conference Records</li> </ul> |
|---|---|

## **DRACHMAN K-8 BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 2.3 FTE Montessori Lead Teachers (910G, 202)
- 1.0 FTE Magnet Teachers (910G, 202)
- 3.51 FTE Teaching Assistants (910G, 202)
- 1.0 FTE Montessori Behavior Intervention Monitor (910G,202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.5 FTE Teaching Assistant (Title 1)
- 0.3 FTE Reading Interventionist (Title 1)
- 1.0 FTE Teacher (Title 1)
- 1.0 FTE Counselor (M&O)
- 1.0 FTE Library Assistant (M&O)

| <b>Drachman K-8 Magnet Deseg Budget 2020-21 SY</b>              |                         |  |  |
|---|-------------------------|--|--|
| <b>Description</b>  | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>   | <b>Magnet Plan Principle #:</b>                                  |
| 2.3 FTE Teacher Resource Montessori                             | \$104,009               | These teachers will provide professional development for ten teachers in their 1st - 3rd year at Drachman who are new to Drachman, Montessori, and/or the teaching profession. The .5 FTE for Montessori Practical Life Teacher will go to an individual who will provide whole-group Montessori Practical Life lessons to classes, and this will free up teachers for Partner PLC-CTT Time.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Placing Five Middle School Teachers on 6th/5th Contract | \$45,000                | With our expansion to 8th grade, we will have our 6th, 7th, and 8th grade students attend school for an additional 45 minutes beyond the minutes of K-5 students. Since we don't have funding for elective classes, these teachers will be required to teach their self-contained 6th, 7th, and 8th grade classes all day, without a mid-day planning period, and will also provide students with elective experiences. This was a part of our proposal and plan to become a K-8 school that was approved by the district, the Special Master, and individuals involved in the Deseg case. The regular part of these teachers' contracts is funded out of M & O. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Magnet Teacher: Music                                   | \$45,000                | This certified music teacher will provide violin instruction to students and mariachi. This will provide teachers will additional time for professional growth while on contract.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 3.51 FTE Teaching Assistant                                     | \$70,937                | The Montessori Model of education requires teaching assistants in grades K-3, and recommends teaching assistants in grades 4-8, to support instruction.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Montessori Behavior                                     | \$21,133                | The classified Montessori Behavior Intervention Monitor will help with the culture and climate among students and the implementation of PBIS practices. This individual will monitor and conduct dialogues with  | 2: Effective Teachers and Instruction                            |

|                                   |          |   |   |
|-----------------------------------|----------|---|---|
| Intervention Monitor              |          | students, using Montessori Grace & Courtesy techniques, will serve as liaison between students and the administration, and will maintain documentation. This individual will be essential with the expansion of eighth grade (especially because we only have funding to staff a half-time guidance counselor and there is no other staff to support with behaviors besides the half-time counselor and the principal). This individual will also support our students who are new to Drachman in understanding Montessori behavioral expectations, and will help them build relationships with returning students. | 4: Effective Curriculum   |
| 1.0 FTE Magnet Site Coordinator   | \$45,000 | The Magnet Coordinator (MC) works in collaboration with the principal to support integration and student achieved. Task include overseeing recruitment efforts, supporting family engagement, promoting and marketing the school's magnet program through community outreach activities, , organize magnet celebrations, and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of PLC- Collaborative Teacher Teams.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |
| Certified Added Duty: Recruitment | \$2,000  | This budget line will be used by our Magnet Coordinator to pay for staffing recruitment events outside of contract time.  | Integration: Providing Diversity, Excellence and Equity   |
| Montessori Stipends               | \$10,000 | With these funds, we would pay a \$1000 stipend to our Montessori teachers who have completed Montessori Teacher Certification recognized from the American Montessori Society. We will have four teachers with this status. The goal of this budget line is to retain teachers who we fund   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |



|   |          |  |  |
|---|----------|--|--|
|   |          | this training for, and to use as an incentive for recruiting future teachers if there is teacher turnover.   |  |
| Certified Added Duty: PD  | \$500    | This funding is for certified staff to attend an Extended Wednesday PD once a month with colleagues. This provides time for cross-grade PLC-CTT experiences and for planning for parent education nights.          | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Substitute Teachers   | \$3,500  | Substitute pay for magnet teacher sick leave.  |  |
| Substitutes: Team Reviews of Data & for 1:1 Student/Teacher Montessori Progress Conferences | \$1,000  | Substitutes would be funded for Montessori teachers to meet with the principal to review data of students, and so these teachers can meet 1:1 with students to review their progress in our Montessori classrooms. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Mileage   | \$150    | Mileage is submitted for staffing recruitment events and for attending functions related to promoting and enhancing our Magnet program in Arizona.   | Integration: Providing Diversity, Excellence and Equity          |
| Registration: Khalsa  | \$20,000 | This funding would pay for 2-4 teachers to attend form Montessori training starting in June of 2018 from the Khalsa Montessori training organization   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Registration: American Montessori   | \$1,000  | The American Montessori Society Annual Conference serves as a springboard for new ideas and fresh connections. Every year, Montessorians from around the world join together to share information,                 | 2: Effective Teachers and Instruction                            |

|                                 |                  |   |  |
|---------------------------------|------------------|---|--|
| Society (AMS) Annual Conference |                  | create new bonds and renew old ones, and embrace their enthusiasm for the Montessori Movement.                          | 4: Effective Curriculum  |
| Out of State Travel             | \$6,000          | Travel, lodging, transfers and per diem will be provided for the 3 people traveling out of state to the AMS Conference. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Employee Benefits               | <b>\$104,574</b> |   |  |
| <b>Total Budget 2020-21 SY</b>  | <b>\$453,303</b> |   |  |
| <b>Total FTE:</b>               | <b>9.81</b>      |   |  |

| <b>Drachman K-8 Title 1 Budget 2020-2021 SY</b> |                         |   |                                       |
|---|-------------------------|---|---------------------------------------|
| <b>Description</b>                              | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>SIAP/ Magnet Plan Principle #</b>  |
| 1.0 FTE Teacher                                 | \$40,200                | 1.0 FTE to support smaller class sizes.   | 2: Effective Teachers and Instruction |
| 0.3 FTE Reading Interventionist                 | \$15,510                | Reading Interventionist essential to supporting student achievement by support Tier II and Tier III interventions. Interventionists will work with classroom teachers/PLC-CTTs and MTSS team to support learning goals for targeted students. | 2: Effective Teachers and Instruction |
| 2.5 FTE Teaching Assistant                      | \$50,820                | The Montessori Model of education requires teaching assistants in grades K-3, and recommends teaching assistants in grades 4-8, to support instruction.   | 2: Effective Teachers and Instruction |
| Certified Substitute Pay                        | \$1,200                 | Substitute pay for Title 1 Teachers   | 2: Effective Teachers and Instruction |
| District Supplies                               | \$7,767                 | Instructional supplies to support Tier 1 and 2 instruction  | 2: Effective Teachers and Instruction |
| Employee Benefits                               | \$35,335                |   |                                       |
| <b>Total Budget 2020-21 SY</b>                  | <b>\$149,632</b>        |   |                                       |
| <b>Total FTE:</b>                               | <b>3.8</b>              |   |                                       |

**Holladay Elementary Magnet School Plan 2020-21 SY**  
**Magnet Theme: Fine Arts – Visual and Performing Arts**  
**Principal: Tonya Strozier**  
**Tucson Unified School District**

**MAGNET SCHOOL SUMMARY**

Holladay Fine Arts Magnet Elementary School specializes in a school-wide visual and performing arts magnet theme. Holladay has a full-time visual arts teacher and a full-time performing arts teacher. Holladay has an annual art show put together by the visual arts teacher. Student artwork is also shown throughout the community in libraries and grocery stores. The performing arts teacher focuses on piano playing and putting on quarterly Broadway performances for all grade levels. Holladay’s modern dance, folklorico, and step-team all-showcase their talents throughout the Tucson community. The visual and performing arts teachers also work with in-classroom teachers to support arts integrated classroom instruction. The visual and performing arts teachers also push-in for ELA lessons and also push-in during school-wide math intervention time.

Holladay focuses on leadership development and arts integrated curriculum gives opportunities to all students to develop their creativity while becoming scholars and leaders. Holladay implements evidence-based rigorous and relevant instruction with individualized instruction. Instruction is culturally responsive and research-based. Administration, teachers and staff are committed to the success of the whole child.

Holladay also offers students a one-to-one technology environment, maker spaces, athletics, and a stem program in addition to the arts. Holladay’s strong community partnerships and commitment to bringing together families with our various programs is part of our school’s culture. Holladay’s growth has resulted in its current B rating, up from our previous D rating from the Arizona Department of Education.

| <b>PROGRAMS</b>                                     |             |  |                     |   |        |  |     |  |                             |  |                                     |  |               |
|---|-------------|--|---------------------|---|--------|--|-----|--|-----------------------------|--|-------------------------------------|--|---------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |             |  |                     | <b>OTHER PROGRAMS</b><br>Check any/all that apply |        |  |     |  |                             |  |                                     |  |               |
| X   | School Wide |  | Targeted Assistance | X   | Magnet |  | SIG |  | Targeted School Improvement |  | Comprehensive Support & Improvement |  | D or F Status |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                        |                           |                           |                           |                           |                        |
|--|------------------------|---------------------------|---------------------------|---------------------------|---------------------------|------------------------|
|  | Feb. 15, 2020          | Oct. 9, 2020              | Dec. 18, 2020             | March 12, 2021            | May 21, 2021              | TBD                    |
|  | Magnet Plan Submission | Quarter 1 Progress Review | Quarter 2 Progress Review | Quarter 3 Progress Review | Quarter 4 Progress Review | Review of 2020 AzMERIT |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, HOLLADAY WILL REMAIN INTEGRATED OR MAKE PROGRESS TOWARDS INTEGRATION.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

**GOAL 2: HOLLADAY WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

### **Academic Quality Measures:**

#### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

#### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Integration Status:** <Updated by District with 100<sup>th</sup> Day Data in fall of 2020>

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Goal(s):**

**District Initiated and Supported:**

- Recruitment and marketing activities are planned and implemented by the District and Holladay.
- Holladay will be included in District-level deployment of commercial media including television, print, and social media.
- The District's Communication Department will provide marketing materials appropriate to support the school's branding and activities

**Magnet Department Initiated and Supported:**

- Holladay will plan and implement recruitment and retention activities and events that are proven to increase integration.
- The Magnet Department will conduct a magnet theme visibility walkthrough to provide feedback for Holladay's Visual and Performing Arts Magnet theme.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Holladay's Magnet Coordinator and staff representative(s) will participate in all district recruitment activities offered to the school.
2. Holladay's Leadership Team will strategically identify areas for school-based recruitment, provide marketing materials, and engaged in recruitment opportunities [such as visits to preschool parent night, community centers, fitness centers, place of

worship, etc.]

3. Holladay’s Leadership Team will create one (1) new partnership with community members to assist in recruitment event and school magnet visibility.
4. Holladay’s Leadership Team will work to maintain current partnerships with community members to assist in recruitment event and school magnet visibility.
5. Holladay’s Leadership Team will implement a collaborative school community that create partnerships and implement magnet theme with fidelity in order to attract and maintain a diverse student population.
6. Holladay’s Magnet Coordinator (or an appointed staff member) will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
7. Recruitment logs will be kept on-site and document District and Holladay recruitment events, tours, and magnet phone inquiries.

**Evidence of Progress**

- Magnet School Report
- Family and Community Report
- Recruitment Logs
- Partnership Letter
- Parent Attendance for Retention Activities



**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.            |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.  |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |

**HISPANIC PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.   |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |

**B. Actions to Improve Academic Quality**

**CMP Level of Support for 2020-21 SY:** <To be determined by the District>

Holladay has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

**SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.3, 2.4, and 2.7)**

| <b>SIAP Indicator 2.3: Intentional Lesson Planning and Differentiated Instruction</b>   |
|---|
| <p><b>Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:</b></p> <p><b>District Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Principal, teachers, and certified support staff to participate in weekly Professional Development (PD). Professional Development (PD) will be based on district initiatives and best practices.</li> <li>• Teachers, Curriculum Service Provider (CSP), Multi-Tier Support System (MTSS) Coordinator, and other support teachers will participate in weekly Collaborative Teacher Team (CTT) meeting by grade level.</li> <li>• Collaborative Teacher Team (CTT) meetings will create, review, implement action plans, and adjust classroom instruction based on Common Formative Assessments (CFAs) and District quarter benchmark testing.</li> </ul> <p><b>Magnet Department Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Holladay’s Art Team will create success criteria for Holladay’s visual and performing arts magnet theme.</li> </ul> <p><b>Title 1 Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Title I/Magnet Department walk-throughs will provide feedback to support quality Tier 1 instruction.</li> </ul> |

**Critical Focus Area: Structure Systems for Monitoring Arts Integration**

**Critical Focus Area Action Steps:**

1. Holladay will create professional development agendas based on district initiatives, teacher needs, upcoming assessments, core subject consultants, and magnet theme consultants.
2. Teachers will participate in art integration professional development and coaching to support theme integration across the curriculum.
3. Holladay will continue to provide observation and reflection cycles and ongoing coaching in core subjects and magnet team by consultants. Integration of the arts will be a focus for observation and to provide feedback
4. In a Collaborative Teacher Teams (CTT) sessions, teachers will work together to lesson plan the integration of the arts in all core subjects.

**Evidence of Progress**

- Professional Development Log
- Improved Magnet Theme Visibility
- Arts Integration Rubric

**SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:****District Initiated and Supported:**

- Holladay's Professional Development (PD) calendar will support ongoing District initiatives (district support with deployment of personnel and resources – which includes Culturally Responsive (CR) practices and instructional strategies).
- Teachers will use pedagogical approaches that include Culturally Responsive (CR) instruction.
- The Principal and the School Leadership Team will follow a structured system for monitoring daily instruction.
- Observation and Reflection Cycles will use the Teacher Evaluation Instrument based on the Danielson Framework to guide pre-conferences, evaluations, and post-conferences.
- Teachers will ensure that daily instruction includes research-based practices as evidenced in lesson plans and observation and reflection cycles.

**Magnet Department Initiated and Supported:**

- Professional Development (PD) and coaching to teachers to develop theme integrated content mastery in core academic subjects, establish best school-wide practices, and observation and reflections for on-going coaching.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

**Title 1 Initiated and Supported:**

- The district's support and innovation team (Title 1, Magnet, and Regional Leadership) will gather classroom instructional trend data and identify strengths and refinements, and develop an action plan to address needs and or to provide enrichment.

**Critical Focus Area: Structure Systems for Monitoring Daily Instruction****Critical Focus Area Action Steps:**

1. Routinely monitor with observation and reflection cycles of teachers by the Holladay Leadership Team will support teachers in refinements of their Tier 1 instruction.
2. Collaborative Teacher Teams and PD will support the planning and implementation of daily instruction that include research-based best practices. This will be monitored by the Leadership Team.
3. Holladay’s Leadership Team will meet bi-weekly to review data and trends from observation and reflection cycles. Follow-up coaching and professional development will be curated to support identified teacher refinements.
4. Teachers will participate in off-contract Professional Development (PD) – before the school year and after the end of the school year – to align instructional needs to the District standards and to ensure art integration across all content areas. .

**Evidence of Progress**

- Lesson Plan
- Collaborative Teacher Teams Logs
- Classroom Walkthrough Observation and Reflection Logs

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Intervention and supplemental services (math and ELA) will be offered during the school day to support students through Tier 2 and 3 instructions.
- Multi-Tier Support System (MTSS) Team will focus on academic performance data (school wide, grade level, and class level tier 1, 2, and 3 recommendations as a response to data at the school wide, sub group or individual student level).
- The Principal and Holladay Leadership Team will have structured systems for monitoring the efficiency and effectiveness of Collaborative Teacher Team (CTT) sessions by grade level/course teamwork (mutually developed with teachers, structured systems for Collaborative Teacher Team (CTT) support).
- The Multi-Tier Support System (MTSS) framework and processes will be used to maximize achievement for struggling students through systematic gathering of data used for educational decision making in interventions (screening, diagnosis, and progress monitoring) to support student achievement as evidenced in progress monitoring data, data notebooks, and Multi-Tier Support System (MTSS) and/or Collaborative Teacher Team meeting notes.
- DIBELS universal screening; NSGRA reading levels; ARMM diagnostic screening for grouping and to identify students needing additional support for math and ELA.

**Magnet Department Initiated and Supported:**

- The Principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of Collaborative Teacher Team (CTT) strengths and refinements. Next steps will be developed for implementation and monitor by the Principal and Magnet Coordinator.
- The Instructional Specialists will support teachers and students as part of differentiated instruction in the classroom.
- PBIS will continue to be implemented and enhanced through the continuation of the Leader In Me Program. Leader In Me Program focuses on students building leadership skills, taking ownership of their learning, which includes learning how to

analyze their own academic data and set goals, and ownership of their school community and environment.

- The School Counselor will provide support and instruction in cooperative learning, conflict resolution, PBIS and as part of the Multi-Tier Support System (MTSS) team, the Counselor contributes to the development of student behavior support and intervention plans.
- Leadership Team will support Tier 2 and Tier 3 students by analyzing data to identify student specific needs and supplemental services during the school day.
- Leadership Team will support Collaborative Teacher Team (CTT) sessions in analyzing student achievement data and planning supplemental Tier 2 support.

**Title 1 Initiated and Supported:**

- Additional teachers to support reduce class sizes.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**Critical Focus Area Action Steps:**

1. Walk-to-Intervention will be used for math. Students who have not received 80 percent mastery from common formative assessments will receive re-teaching of standards to reach mastering during school-wide math interventions. Students who reach 80 percent and above as measured from common formative assessments in math will receive math enrichment.
2. Leadership Team will provide support for differentiated instruction, including interventions to CUSP and Tier 2 students.
3. ELA push-in services will be provided by Reading Specialist three days per week for grades 3, 4, and 5.
4. ELA pull-out services will be provided by Reading Specialist five days per week for grades K, 1, and 2.
5. After school intense reading supplemental support will be provided by the Reading Specialist for two (2) hours per day – four days a week – after school.



6. Extended Day and Breakfast Club through 21<sup>st</sup> Century Grant will provide support for reading and math.
7. The summer program through the 21<sup>st</sup> Century Grant will provide additional support in math and ELA. This program runs for three weeks in the summer and the district provides transportation.
8. The Leadership Team along with the itinerant language acquisitionist will provide push in and pull out services or grades 2, 3, 4, and 5 for ELA students.
9. The principal will meet with the Leadership Team weekly to review data and strategize support for teachers.
10. Targeted tutoring offered for CUSP students through 21<sup>st</sup> Century Program after school program.

**Evidence of Progress**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Post Intervention CFA Data and Exit Tickets</li> <li>• School City Data</li> <li>• Behavior Flow Chart</li> </ul> | <ul style="list-style-type: none"> <li>• MTSS Minutes</li> <li>• Scholastic Reading Levels</li> <li>• PLC Collaborative Teacher Binders</li> </ul> |
|--|--|

**Critical Focus Area 2 : High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. Collaborative Teacher Team (CTT) time will continue to be embedded in the regular school day for each team to meet once a week during a two (2) hour block.
2. Common Formative Assessments (CFAs) and exit tickets will be created based on the District Curriculum and Scope Sequence.
3. Data Digs: Weekly Collaborative Teacher Team (CTT) sessions will focus-on continual analysis of student data for planning appropriate instruction.
4. Collaborative Teacher Team (CTT) sessions will plan for scaffold instruction and assessment aligned to unwrapped standards.

5. Students who need additional intervention and supplemental service will be identified through the use of Common Formative Assessments (CFAs) and benchmark data. A plan of action to support each students' needs will be developed and implemented by all support service personnel.
6. Analyses of Common Formative Assessments (CFAs) will drive collaboration regarding effective instructional strategies that meet the needs of each PLC's students. These strategies will be implemented in re-teaching lesson plans.

**Evidence of Progress**

- Collaborative Teacher Team (CTT) Agendas / Minutes
- School City Assessments
- Common Formative Assessments (CFAs)
- Data Analysis Protocols
- Student Action Plans

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

**SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

**District Initiated and Supported:**

- Teachers and implemented District Curriculum with fidelity (Curriculum Lead Teacher Imitative/Collaborative Teacher Teams (CTT))
- Teachers will meet in Collaborative Teacher Teams (CTT) to plan lessons that provide opportunities for students to connect with District’s curriculum through use of Culturally Responsive (CR) and relevant materials.
- Amplify K-5 ELA curriculum will be used as a supplemental support to implementing the district curriculum.

**Magnet Department Initiated and Supported:**

- Instructional leaders will work with PLC-CTTs in planning instruction that provides opportunities for students to connect with the curriculum and to integrate materials that support the magnet theme within units of study.

**Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.**

**Critical Focus Area Action Steps:**

1. Collaborative Teacher Teams (CTT) will clarify the essential learning by unpacking standards for each unit of instruction as determined by District’s curriculum and scope and sequence.
2. Instructional leaders will monitor the implementation and alignment of the TUSD curriculum to instruction and assessment.
3. Curriculum Service Provider (CSP) will support the implementation of high quality curriculum at grade level by supporting teachers’ professional growth through content level Professional Development (PD), professional learning communities structures, and coaching.

4. Curriculum Service Provider (CSP) will systematically monitor, review, and evaluate implementation and effectiveness of adopted curricula insuring continuous improvement for all students.
5. Weekly Collaborative Teacher Teams (CTT) focusing on continually integrating the magnet theme in classroom lessons.

**Evidence of Progress**

- Curriculum Unit
- Lesson Plan
- Monitoring Data Documents

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****Family Engagement Objectives:**

- By the end of the 2020 – 2021 school year, 30 percent of families will have participated in a conference/meeting on their child’s academic and/or behavioral progress and to learn from families how best to meet the needs of their student
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 100% Parent/Guardian overall satisfaction.

**SIAP Indicator 6.1: Our school creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.****Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:****District Initiated and Supported:**

- Staff will develop and use social media structures to connect with students and families to tighten communication and engage family in academic or school functions.
- Communication between home and school, in a language and method families can understand, is regular, two-way and meaningful. Holladay will actively support two-way communication among multiple stakeholder groups to strengthen and support an environment of continuous school improvements.
- Principal will participate in monthly site council meetings to support decision-making as evidenced by sign-in sheets, agenda, etc.
- SIAP Leadership Team (Site Council) will review data and surveys to determine the SIAP for 2020 – 2021 school year and to help develop the school plan.
- School Quality Survey will be given for student, teachers, and parents to provide overview of culture, climate, and perceptions from a variety of perspectives.

- Teachers will meet with parents during conferences, Multi-Tier Support Systems (MTSS) meetings, and other student-parent-school settings to gather information on how to best meet the needs of their students. Incorporate this information into individual student academic and behavioral plans.

#### **Magnet Department Initiated and Supported:**

- The School Community Liaison will support all school community and family initiatives.
- Leadership Day will be planned and implemented – this is a student led day where students demonstrate their leadership skills and display their academic achievement with parents, guardians, family, and community.
- YMCA Summer Learning Loss Prevention Program is a partnership between Holladay and our local YMCA of Southern Arizona. The six (6) week program focuses on combating summer literacy loss for kindergarten, first, and second grade students. Students are taught by certified teachers using the 4 Blocks model.
- Collaboration will occur among the Magnet Site Coordinator and the School Community Liaison, or other site-based employees to coordinate efforts for parents, guardians, community, or partnership engagement.

#### **Title 1 Initiated and Supported:**

- Academic Parent-Teacher Team (APTT) Events will be scheduled for three (3) sessions per academic school year. Teachers and parents meet to discuss student data such as DIBELS placement, district benchmark results, and to discuss Holladay's Title 1 pact/status.

#### **Critical Focus Area: Adult-Parent-Teacher Team**

##### **Critical Focus Area Action Steps:**

1. Staff will plan and implement Academic Parent Teacher Team (APTT), a parent/teacher/family engagement model that establishes partnerships with parents to inform and to equip them to actively assist in setting and supporting academic goals for their student.
2. Academic Parent Teacher Team (APTT) will provide translators and provide information on volunteering and family involvement at Holladay.

3. Academic Parent Teacher Team (APTT) will have three annual meetings address parent training, instructional materials/activates to do at home and establish new learning targets that ensure students are on pace to perform at or above grade level content standards.
4. Staff will implement and use of Class Dojo to allow parents to see highlights of class activities, monitor student behavior, and communicate directly with staff and administration.
5. Parents will be actively sought to participate in Holladay’s 21<sup>st</sup> Century Grant activities.
6. Communication strategies are always culturally, demographically and linguistically appropriate with flyers, signs, and speaking engagements.

**Evidence of Progress**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Family and Community Report</li> <li>• Magnet School Report</li> <li>• Academic Parent-Teacher Team (APTT)</li> <li>• Agendas/Minutes/Attendance Documents</li> </ul> | <ul style="list-style-type: none"> <li>• Parent Training Curriculum</li> <li>• 21<sup>st</sup> Century Grant Data</li> <li>• Parent Attendance Record</li> <li>• 21<sup>st</sup> Century Grant Curriculum / Class Agendas</li> </ul> |
|--|--|

## **HOLLADAY ES BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 2.0 FTE Magnet Teacher (910G, 202)
- 1.0 FTE Reading Interventionist (910G,202)
- 1.0 FTE Instructional Data and Intervention Coordinator (910G, 202)
- 1.5 FTE Instructional Specialist (910G, 202)
- 1.0 FTE School Community Liaison (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, other) (Title 2)
- 0.5 FTE Guidance Counselor (M&O)
- 1.0 FTE MTSS Facilitator (910G, other)
- 2.0 FTE Teacher (Title 1)



| <b>Holladay ES Magnet Deseg Budget</b>                              |                         |   |  |
|---|-------------------------|---|--|
| <b>Description</b>  | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>Magnet Plan Principle #:</b>                                  |
| 1.0 FTE<br>Teacher:<br>Performance<br>Arts                          | \$48,000                | Grade level teams will address achievement discrepancies by designing strategies and aligning lessons that allow for differentiated Tier 1 instruction and identify students needing Tier 2/3 intervention. Teams will meet during the contract day while students attend Music, Art and PE. Magnet funds will pay for a Music teacher.                                   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE<br>Teacher: Visual<br>Arts                                  | \$48,000                | Holladay will produce Broadway productions and Fine Arts Exhibitions. Holladay will send invites to preschools (targeted sites), perspective parents, the arts community and media outlets. Contact information for prospective students will be gathered during performances.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE<br>Reading<br>Interventionist                               | \$48,000                | Holladay will use a certified reading specialist to provide reading intervention for students who are below proficiency for the primary grades K-2.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE<br>Instructional<br>Data and<br>Intervention<br>Coordinator | \$62,600                | Instructional Data and Intervention Coordinator will provide Tier 2 and 3 intervention in math and ELA (Bootcamps) for grades 2-5, teacher mentoring and coaching and support K-2 CTTs. This position also coordinates with site principals and teachers to assess, analyze and collect relevant student formative and summative achievement data to improve instruction. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.5 FTE<br>Instructional<br>Specialist                              | \$33,833                | While certified teachers provides intervention, teacher assistants will be used to provide support for all students.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |

|                                  |          |  |   |
|----------------------------------|----------|--|---|
| 1.0 FTE School Community Liaison | \$26,970 | To address the financial, social, and emotional needs of our community. The need for a full time School Community Liaison was stressed heavily by the special master and his team.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| 1.0 FTE Magnet Site Coordinator  | \$48,000 | Holladay will utilize a Magnet Coordinator whose responsibilities include both recruitment and academic achievement. Magnet Coordinator will maintain social media, market, conduct recruitment events, attend district recruitment events, and track recruitment activities. Magnet Coordinator will also facilitate PLC-CTTs and support quality Tier 1 instruction. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |
| Substitute Teachers              | \$2,000  | Sick leave for magnet teachers.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Substitute Teachers: PD          | \$3,000  | Substitutes will help cover classes while certified staff review and plan task analysis.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Added Duty - Recruitment         | \$3,000  | To increase ethnic diversity, Holladay staff will focus recruitment activities at targeted TUSD schools, private schools, and charter schools. Certified staff will participate in district sponsored magnet events and encourage current parents to also serve as representatives.  | Integration: Providing Diversity,   |

|   |          |   |   |
|---|----------|---|---|
|   |          |   | Excellence and Equity   |
| Certified Added Duty: Tutoring                                    | \$18,000 | Certified added duty to provide tutoring for students with support in the areas of math and ELA. Tutoring will be offered before and after school.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum                                      |
| Certified Added Duty: PD  | \$10,000 | Holladay certified staff will participate in Professional Development during pre-service/off contract time to build organizational capacity and work on school-wide initiatives. This will include review of student data and the creation of action plans for individual students.<br>A team of teacher leaders will plan for pre-contract/post contract professional development. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum                                      |
| Supplies: Fine Arts   | \$5,000  | Holladay will purchase fine arts supplies for use in the classroom.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum                                      |
| Supplies: Intervention  | \$5,000  | Holladay will purchase intervention supplies for student use - AZM2 Math and ELA intervention materials (Curriculum Associates).  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum                                      |
| Registration: Magnet Schools of America (MSA) National Conference | \$2,000  | Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>Integration: Providing Diversity, |

|                                       |                  |  |   |
|---------------------------------------|------------------|--|---|
|                                       |                  |  | Excellence and Equity   |
| Out of State Travel                   | \$6,000          | Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |
| Professional Education Consultants PD | \$20,000         | Art integration and Math/ELA (professional development and coaching; 3 consultants, throughout the school year) to develop art integration skills of all teachers in support of the magnet theme. Consultants also support cross curricular research based instructional strategies. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Employee Benefits                     | \$103,921        |  |   |
| <b>Total Budget 2020-21 SY</b>        | <b>\$493,324</b> |  |   |
| <b>Total FTE</b>                      | <b>7.5</b>       |  |   |

| <b>Holladay ES Title 1 Budget</b> |                         |   |  |
|-----------------------------------|-------------------------|---|--|
| <b>Description</b>                | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>                                      | <b>SIAP/ Magnet Plan Principle #</b>                             |
| 2.0FTE Teacher                    | \$85,000                | Reduce class sizes.                                 | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Supplies                          | \$6,000                 | Supplies to support classroom instruction.          | 2: Effective Teachers and Instruction                            |
| Substitute Teachers               | \$2,145                 | Substitute teachers for Title 1 teacher sick leave. | 2: Effective Teachers and Instruction                            |
| Employee Benefits                 | \$27,200                |   |  |
| <b>Total Budget 2020-21 SY</b>    | <b>\$120,550</b>        |   |  |
| <b>Total FTE</b>                  | <b>2.0</b>              |   |  |

**Mansfeld Magnet School Plan 2020-21 SY**  
**Magnet Theme: STEM**  
**Principal: Seth Aleshire**  
**Tucson Unified School District**

**MAGNET SCHOOL SUMMARY**

Mansfeld is currently integrated and earned the Arizona State letter grade of B for the 2019-20 SY. Mansfeld is also a nationally recognized Magnet School of Excellence (Magnet Schools of America) and a state recognized A+ School of Excellence (Arizona Educational Foundation). Mansfeld is a STEM (Science, Technology, Engineering, and Math) school. In order to best prepare the diverse student population for a variety of educational opportunities and career choices, Mansfeld has selected 17 STEM practices to embed into the curriculum. The commitment to STEM and its incorporation across our curriculum can be seen in Mansfeld's mission and vision statements. Mansfeld's mission is "to be a community dedicated to student academic and personal success for today and the future through STEM education" and the vision for all students to utilize practices of scientists, technicians, engineers, and mathematicians (STEM) to work through all types of problems creatively. These foundational processes teach analytical thinking and problem solving that will make all students successful in furthering their future educational, vocational, and professional pursuits.

Mansfeld was the recipient of two new grants last year that will continue into the 2020-21 SY. The first grant received provided a collaboration with Verizon which all students and teachers are provided an i-Pad. The grant provides excellent support and professional development for our teachers specifically in the area of project based learning (PBL). The second grant received was an agriculture grant with the University of Arizona. This grant allows the school to build an outdoor Learning Lab to enhance the STEM program.

| <b>PROGRAMS</b>                                     |                    |                          |                            |   |               |                          |            |                          |                                    |                          |  |                          |                      |
|---|--------------------|--------------------------|----------------------------|---|---------------|--------------------------|------------|--------------------------|------------------------------------|--------------------------|--|--------------------------|----------------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |                    |                          |                            | <b>OTHER PROGRAMS</b><br>Check any/all that apply |               |                          |            |                          |                                    |                          |  |                          |                      |
| <input checked="" type="checkbox"/>                 | <b>School Wide</b> | <input type="checkbox"/> | <b>Targeted Assistance</b> | <input checked="" type="checkbox"/>               | <b>Magnet</b> | <input type="checkbox"/> | <b>SIG</b> | <input type="checkbox"/> | <b>Targeted School Improvement</b> | <input type="checkbox"/> | <b>Comprehensive Support &amp; Improvement</b> | <input type="checkbox"/> | <b>D or F Status</b> |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                                  |                                  |                                  |                                  |                               |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|
| <b>Feb. 15, 2020</b>                               | <b>Oct. 9, 2020</b>              | <b>Dec. 18, 2020</b>             | <b>March 12, 2021</b>            | <b>May 21, 2021</b>              | <b>TBD</b>                    |
| <b>Magnet Plan Submission</b>                      | <b>Quarter 1 Progress Review</b> | <b>Quarter 2 Progress Review</b> | <b>Quarter 3 Progress Review</b> | <b>Quarter 4 Progress Review</b> | <b>Review of 2020 AzMERIT</b> |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, MANSFELD WILL REMAIN INTEGRATED OR MAKE PROGRESS TOWARDS INTEGRATION.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**GOAL 2: MANSFELD WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

**Academic Quality Measures:**

*Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

*Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students



**GOAL 1: INTEGRATION (Providing Diversity, Excellence and Equity)**

**Current Status:** <Updated by District with 100<sup>th</sup> Day Data in fall of 2020>

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Goal(s):**

**District Initiated and Supported:**

- Recruitment and marketing activities are planned and implemented by the District and the school.
- The Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials.
- Mansfeld will be included in the District-level deployment of commercial media including television, print, and social media.

**Magnet Department Initiated and Supported:**

- Mansfeld will plan and implement recruitment and retention activities and events that are proven to increase integration.
- Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**

1. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to the school.

2. Magnet Coordinator will collaborate with principal and leadership team to strategically identify areas for school-based recruitment, provide marketing materials, and engage in recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship].
3. Magnet Coordinator will maintain partnerships with community members that assist in recruitment events and school magnet visibility.
4. Principal will promote a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.
5. Continue partnership with Sam Hughes ES in order to retain integrated neighborhood students who historically left TUSD for charter schools.
6. Continue recruitment at Borton, Carrillo, Lineweaver, and Fruchtendler to ensure integration.
7. Magnet Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after three times per year.
8. Recruitment logs will be kept on-site and document district and school recruitment events, tours, and magnet phone inquiries.
9. To assure a replicable and sustainable recruitment plan, Mansfeld will apply Strengths, Weakness, Opportunities and Threats (SWOT) Analysis to create recruiting activities that address four funnel phases of recruitment. 1) Student Prospects, 2) Parent Inquiries, 3) Student Applicants 4) and New Students Enrolled

**Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Marketing Plan</li> <li>• Magnet Report</li> </ul> | <ul style="list-style-type: none"> <li>• Enrollment Data 40<sup>th</sup> and 100<sup>th</sup> Day Data</li> <li>• List of Partnerships</li> </ul> |
|---|---|

**GOAL 2: Academic Quality**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.            |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |

**HISPANIC PROFICIENCY RATES**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.  |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 6 <sup>th</sup> -8 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |

## A. Actions to Improve Academic Quality

**Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>**

Mansfeld has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

### SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4, 2.6, and 2.7)

#### SIAP Indicator 2.4: Our Teachers implement evidence-based, rigorous, and relevant instruction.

##### Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

##### District Initiated and Supported:

- The principal and school leadership team will follow a structured system for continuously monitoring classroom instruction.
- The school PD calendar will support ongoing district initiatives (district supported with deployment of personnel and resources).
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences. Teachers will identify strengths and refinements during this cycle and determine and document next steps for refinements with the principal.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- The principal will support instruction through professional development, observations with feedback, and coaching in specific math strategies as aligned to the TUSD Math Curriculum.

**Magnet Department Initiated and Supported:**

- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- Mansfeld School Reform Model will implement STEM (Science, Technology, Engineering, and Math) practices across the curriculum and use of the Reteach/Enrich Model.
- All lessons in all classes will integrate student application of STEM practices as a thinking and problem-solving strategy.
- Continue Arizona Sky School: Sky Island Survey - Science Instruction – 3-day program (20 – 7-8<sup>th</sup> graders).
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

**Title 1 Initiated and Supported:**

- The District's Support & Innovation Team (Title 1, Magnet Department, and Regional Leadership) will gather classroom instruction trend data identify strengths and refinements. Next steps will be determined, and an action plan will be developed to address needs and or to provide enrichment.

**Critical Focus Area: Increase student engagement through effective Tier 1 instruction.****Critical Focus Area Action Steps:**

1. Instructional leaders will use of the District Classroom Walkthrough Rubric and the Danielson Framework of Evaluation, Essential Elements of Instruction (EEI) and ADE criteria to support classroom observation feedback to teachers.
2. Leadership team analysis of baseline data for needs to that support quality Tier 1 instruction school-wide indicates the focus for SY 20-21 year will be on visibility of clearly written learning targets aligned to standards and a common formative

assessment (exit ticket, check list, etc.) Coaching and professional development will focus on strategies to strengthen these practices.

3. Regular and frequent classroom walkthroughs by instructional leaders will monitor the delivery of quality Tier 1 instruction and identify areas of teacher strength and refinements. Teacher will be supported by instructional leaders for professional growth with using quality Tier 1 instruction.
4. Assist teachers in the development and creation of engaging Quarterly STEM unit lesson plans with the addition of technology tools (i-Pad).

**Evidence of Progress**

- Walkthrough Logs and Data
- STEM Units
- Lesson Plans
- PD Agendas and Materials

**SIAP Indicator 2.6: Our teachers and appropriate staff participate in ongoing, appropriate professional learning opportunities**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Ongoing and relevant professional development aligned to the Danielson Framework for teaching.

**Magnet Department Initiated and Supported:**

- Monthly ongoing and relevant professional development (re: support for academic and teaching excellence) for Magnet Coordinator
- Monthly Observation and Reflection O/R Cycle walkthroughs with Magnet Department to observe and reflect on classroom instruction.

**Title 1 Initiated and Supported:**

- Additional professional development opportunities outside of district and school provided.

**Critical Focus Area: Teachers participation in professional learning opportunities impact student achievement.**

**Critical Focus Area Action Steps:**

1. Based on the Danielson Framework, teachers will be provided a variety of professional development opportunities to support quality Tier 1 instruction throughout the school year that meet identified needs as identified through walkthrough data and classroom observations. Areas of support will include content knowledge, curriculum implementation, student assessment, student engagement, classroom management, effective data use and technology use.
2. Provide teachers with additional time and resources to increase technology integration through the Verizon Innovative Learning Schools (VILS) grant.



3. Provide additional professional development to help teachers move through the SARS (Substitution, Augmentation, Modification, and Redefinition) continuum of technology integration.

**Evidence of Progress**

- Professional Development Agendas/Sign-in
- VILS Data
- Walkthrough and Observation Trend Data

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported**

- Principal and school leadership team will use structured systems for monitoring the efficiency and effectiveness of PLC grade level/course teamwork (mutually developed with teachers, structured systems for PLC team support).
- Language opportunities providing Sheltered English Language development and visual models will be provided to support all students including recently reclassified ELD strategies through delivery of quality Tier 1 instruction.
- Mansfeld will use Positive Behavior Supports (PBIS) to support a healthy school climate conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.
- Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Weekly Wednesday Professional Development will be provided for all Certified Staff (PLC’s, Curriculum, Restorative Practices, Cultural Relevancy, and SchoolCity).
- Teachers will ensure effective instruction to students who are below proficiency levels.

- Use of data to plan embedded interventions to support instruction of students who are identified to be below proficient with learning standards.
- MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, subgroup, or individual student level).
- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 instruction.

#### **Magnet Department Initiated and Supported**

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLCs strengths and refinements.

#### **Title 1 Initiated and Supported**

- Dean of Students will support the academic and social needs of all students.

### **Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

#### **Critical Focus Area Action Steps:**

1. Supplemental Tier 2 instruction is embedded in the school day for students who do not reach mastery on Tier 1 level formal formative assessments.
2. Teachers will use data to plan embedded interventions and enrichments to support instructional needs for all students at the Tier 1 level.
3. Teachers will use data/assessment to inform/guide instruction as analyzed/planned during PLC Collaborative Teacher Teams.
4. Math Intervention Classes: Students who do not master standards as measured by District benchmark or AzMERIT will be enrolled in math intervention classes.
5. Reading Intervention Classes: Students who do not master standards as measured by benchmark or state will be enrolled in reading intervention classes. This is determined by AzMERIT student data.

6. Reading intervention class will focus on text connections and argumentation from evidence.
7. Math intervention class will utilize computer base program to support mastery of gap standards.
8. Tutoring will continue to be provide during the school day to students who are identified as not meeting state standards during a non-ELA or math class.

#### **Evidence of Progress**

- Master Schedule
- Intervention Class Rosters
- Student Achievement Data
- CFAs and Benchmark Data
- AzMERIT Student Achievement Data

#### **Critical Focus Area 2 : High Functioning Professional Learning Communities Collaborative Teacher Teams**

##### **Critical Focus Area Action Steps:**

1. PLC Collaborative Teacher Teams (CTTs) will be embedded in the school day and teams meet daily.
2. Teachers will participate in a learning community that supports and respects its members' efforts to improve practice and to engage in collective inquiry.
3. PLC-CTTs will clarify the essential learning for each unit of instruction as determined by TUSD Curriculum and the District's curriculum scope and sequence.
4. Teachers will create a series of common formative assessments that are aligned to TUSD Curriculum.
5. Teachers will use SchoolCity Assessment Software to create user-friendly results of common formative assessments which are provided to each team member with timely evidence of student learning.
6. PLC-CTTs team members will analyze common formative assessments to identify students who need additional time/support.
7. STEM focused PLC-CTTs meets weekly to revise STEM units based on student past performances and the EQUIP (Educators Evaluating the Quality of Instructional Products) Rubric.

8. Teachers ensure that STEM practices are added to the EQuIP Rubric.

**Evidence of Progress**

- PLC-CTT Schedule
- PLC-CTT Binders and Data Notebooks
- School City
- Re-Teach Lessons
- CFAs
- Data Analysis of CFAs and District Benchmark

**Principle 4: Effective Curriculum (Indicators 4.2 and 4.6)**

**SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported**

- Teachers will implement the District Curriculum and Scope and Sequence.
- Teachers meet in PLC-CTTs teams to plan lessons that provide opportunities for students to connect with curriculum through culturally relevant materials; implement and develop STEM curriculum units by the STEM PLC-CTTs at least once a quarter.

**Magnet Department Initiated and Supported**

- Curriculum Service Provider and Magnet Coordinator will assist in supporting teachers on how to access and implement the TUSD Curriculum.

**Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.**

**Critical Focus Area Action Steps:**

1. Teachers will build/share knowledge re TUSD Curriculum and district scope and sequence through the PLC –CTTs process.
2. PLC-CTTs will create Instructional Focus Calendars aligned to TUSD’s Curriculum Pacing Guides to ensure that the implementation of the standards as determine by the district’s scope and sequence.
3. Leadership team and PLC-CTT facilitators will monitor curriculum alignment and implementation through the use and review of:
  - Use of Teacher Evaluation Instruments (Danielson Framework) to provide teacher feedback on curriculum planning.
  - Student achievement data – School Common Formative & District Benchmark Assessments
  - District teams will support curriculum implementation by conducting regular site/class curriculum team walkthroughs.

**Evidence of Progress**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Walkthrough Data</li> </ul> | <ul style="list-style-type: none"> <li>• TUSD Curriculum Unwrapped Standards</li> <li>• PLC Agendas/Minutes/Binders and Data Notebooks</li> </ul> |
|--|---|

**SIAP Indicator 4.6: Our school staff monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement.**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

**District Initiated and Supported:**

- Teachers will implement the District Curriculum and Scope and Sequence.
- Teachers meet in PLC-CTTs teams to plan lessons that provide opportunities for students to connect with curriculum through culturally relevant materials.

**Magnet Department Initiated and Supported**

- Curriculum Service Provider and Magnet Coordinator will assist in supporting teachers on how to access and implement the TUSD Curriculum.
- Develop and implement curriculum units by during STEM PLC-CTTs at least once a quarter.

**Critical Focus Area: Curriculum, standards, instruction and assessment are aligned to support student achievement.**

**Critical Focus Area Action Steps:**

1. Teachers will plan and implement instruction using the TUSD written curriculum as aligned to the standards.
2. Leadership Team will provide teachers with benchmark data for analysis of gaps between curriculum, instruction and assessment that allows for planed action based on the analysis in all content areas.
3. Teachers will identify standards that need to be re-taught and create teach-reteach opportunities to cover standards missed and as identified through a gap analysis between curriculum and instruction.

**Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Gap Analysis Results</li> <li>• Quarterly Benchmark Data/Analysis</li> </ul> | <ul style="list-style-type: none"> <li>• PLC-CTTs Agenda/Minutes</li> </ul> |
|---|---|

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**

**Family Engagement Objectives:**

- By the end of the 2020-21 SY, 35% of families will have participated in a meeting/conference to update them on their child’s academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 91.73% Parent/Guardian overall satisfaction.

**SIAP Principle 6.1: Our school engages families in ongoing, meaningful and inclusive communication among families, community, and school.**

**Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:**

**District Initiated and Supported:**

- Develop partnerships among families, communities, and schools that enhance student development and learning.
- Establish lines of communication to families, community members, and organizations.
- Develop and use social media structures to connect with students and families.
- Meet with parents during conferences, MTSS meetings, and other student-parent-school settings to gather information on how to best meet the needs of their student. Incorporate this information into individual student academic and behavioral plans.
- Parent/Teacher conferences

**Magnet Department Initiated and Supported:**

- STEM Academic Family Nights held quarterly.

**Title 1 Initiated and Supported:**

- School Community Liaison to support family and community engagement.

**Critical Focus Area: To build strong partnerships between school and community members that support student achievement.**

**Critical Focus Area Action Steps:**

1. The Student and Family Support Liaison and Magnet Coordinator will plan, implement, and oversee all family and community engagement activities and assist families with resources and to encourage them to be active participants in their child’s educational experience.
2. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and adjust the plan during scheduled Leadership Team meetings.
3. The Community Liaison will collect, monitor, and document data related to parent and community involvement with activities implemented.
4. The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site-based employees to coordinate efforts for parent, community, and partnership engagement.
5. Continue partnerships with community stakeholders who are currently established and support the school mission and vision. (Arizona Trail Association, Sky School, Women in Science and Engineering, STEMAZing Project, etc...)

**Evidence of Progress**

- Sign-in sheets
- Communications sent home
- School flyers
- Parent/guardian school surveys
- Student/Teacher surveys



## **MANSFELD MS BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 5.9 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 2.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Site Network Tech (M&O)
- 1.0 FTE Guidance Counselor (School Safety Grant)
- 1.0 FTE Reading RTI Teacher (Title 1)
- 1.0 FTE Dean of Students (Title 1)
- 1.0 FTE Student Success Specialist (Title 1)
- 1.0 FTE School Community Liaison (Title 1)
- 1.0 FTE Behavior Intervention Monitor (Title 1)

| <b>Mansfeld MS Magnet Deseg Budget 2020-2021 SY</b> |                         |   |  |
|---|-------------------------|---|--|
| <b>Description</b>                                  | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>Magnet Plan Principle#:</b>                                   |
| 5.9 FTE Teacher Magnet                              | \$285,000               | In order to maintain and strengthen our focus on the STEM Practices, our program requires continued support of the 7 period day allowing for PLC-CTT time during the school day. During this time, PLC-CTTs will participate in STEM related lesson/unit design, data analysis of benchmark results as part of the continuous school improvement model, as well as planning interventions for students with academic gaps. This requires funding of 7.0 FTE teachers to facilitate the 7 period day and PLC-CTT time.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Curriculum Service Provider                 | \$45,000                | Curriculum Service Provider provides curriculum and instructional support for teachers and school leaders. CSP also links teachers and other instructional staff with the resources and support they need to help students achieve in a standards-based system.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Magnet Coordinator                          | \$45,000                | In order to maintain and strengthen our focus on the STEM Practices our program requires continued support from our Magnet Coordinator who stays up to date on ways to integrate STEM into content areas while supporting the AZCCRS with a specific emphasis on standards not being mastered by students. Magnet Coordinator will continue to provide PD to staff and facilitate PLC-CTTs that inform staff and allow them to make connections across content. One of the primary duties of the Magnet Coordinator will be to continue to recruit students from across the city in order to integrate Mansfeld's student body. Magnet Coordinator will also assist the principal with the work and support of Tier 1 instruction and PLC- Collaborative Teacher Teams. | Integration:<br>Providing Diversity, Excellence and Equity       |

|   |          |   |  |
|---|----------|---|--|
| Substitute Teachers                           | \$3,000  | Substitute pay for Magnet teacher sick leave  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Added Duty: Certified Tutoring                | \$35,000 | Tutoring will be made available to all students. Tutors will be made up of interested Mansfeld faculty and augmented by outside vendors as needed so that all students can receive the necessary academic support to be successful in all classes, pass benchmark and state assessments, and be college and career ready. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Family Engagement       | \$1,500  | Facilitation of family 4 STEM Nights that allow students and their families to learn and apply STEM practices and STEM concepts outside school hours.   | 6: Family and Community Engagement                               |
| Certified Added Duty: PLC-CTTs                | \$6,500  | Creation of innovative STEM units that make Mansfeld's magnet program attractive require planning above that of a traditional middle school. These funds will be used to provide additional time to teachers to develop and evaluate STEM units off contract time.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Added Duty: Recruitment                       | \$3,000  | Recruiting students from across the city requires our Magnet Coordinator to facilitate and attend school and community functions both on and off campus. These events are often after contract hours so that potential students and parents can learn about Mansfeld's STEM Program.                                      | Integration: Providing Diversity, Excellence and Equity          |
| Registration: Magnet Schools of America (MSA) | \$1,800  | Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |

|                     |         |   |  |
|---------------------|---------|---|--|
| National Conference |         |   | 6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity   |
| Out of State Travel | \$6,000 | Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement Integration: Providing Diversity, Excellence and Equity |
| Instructional Aides | \$3,600 | Instructional aides will enhance our STEM program. Teachers will purchase instructional supplies that facilitate STEM-based Problem-Based and Project-Based Learning.               | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |
| District Supplies   | \$2,000 | Purchase STEM supplies and materials to supports STEM classes.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |

|                                |                  |  |  |
|--------------------------------|------------------|--|--|
| U of A Sky School              | \$4,400          | 20 - 7 <sup>th</sup> and 8 <sup>th</sup> grade students will participate in off-campus learning activities with U of A Sky School in the Sky Island Survey program.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Mileage                        | \$150            | To reimburse Magnet Coordinator and Magnet counselor for attending recruiting events and targeted elementary schools during the year, as well as to attend all district sponsored Magnet recruiting fairs. | Integration:<br>Providing Diversity, Excellence and Equity       |
| Supplies: PD                   | \$350            | To purchase materials to train teachers in the implementation of STEM practices as well as Project-Based and Problem-Based techniques.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Employee Benefits              | \$128,200        |  |  |
| <b>Total Budget 2020-21 SY</b> | <b>\$570,500</b> |  |  |
| <b>Total FTE:</b>              | <b>7.9</b>       |  |  |

| <b>Mansfeld Title 1 Budget 2020-2021 SY</b> |                         |   |  |
|---|-------------------------|---|--|
| <b>Description</b>                          | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>SIAP/ Magnet Plan Principle #</b>   |
| 1.0 FTE Reading RTI Teacher                 | \$55,000                | RTI Teacher is (1.0 FTE) essential to supporting student achievement by support Tier II and Tier III interventions. RTI Teachers will work with classroom teachers/PLCs and MTSS team to support learning goals for targeted students and will conduct lessons based upon individual student needs.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum             |
| 1.0 FTE Student Success Specialist          | \$34,000                | Student Success Specialist support students with Tier II interventions in ELA, Math, and other Core content areas; works collaboratively with teachers and PLCs to analyze student learning to plan implement, support Tier II and Tier III interventions, and promote student success. The Support Specialist will work with students to support behavioral factors that may impede learning.  | 2: Effective Teachers and Instruction<br>5: Conditions, Climate, and Culture |
| 1.0 FTE School Community Liaison            | \$29,800                | Community Liaison will work with students and families to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school; assure equal access to resources to help reduce achievement gap between subgroups and to support improved overall achievement for all students. | 6: Family and Community Engagement   |
| 1.0 FTE Behavior Intervention Monitor       | \$20,600                | Behavior Intervention Monitor is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including, but not limited to, facilitating and assisting students to complete computer based intervention modules;  | 5: Conditions, Climate, and Culture  |

|  |          |  |  |
|--|----------|--|--|
|  |          | gathering information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions.   |  |
| 1.0 FTE<br>Dean of<br>Students           | \$51,400 | Dean of students supports student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; Oversees the learning success of students as outlined in the Post Unitary Plan; coordinates student interventions for struggling learners; guides teaching practices to ensure student access for mastery of performance objectives. | 2: Effective Teachers and Instruction<br>5: Conditions, Climate, and Culture |
| Certified Added<br>Duty Tutoring         | \$7,000  | Tutoring will be made available to all students. Tutors will be made up of interested Mansfeld faculty to support all students in receiving the necessary academic support to be successful in all classes, pass benchmark and state assessments, and be college and career ready.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum             |
| Certified Added<br>Duty Summer<br>School | \$20,000 | Summer school for 6-8 <sup>th</sup> grade students to support student achievement. Summer school for 7 <sup>th</sup> and 8 <sup>th</sup> graders focuses on students who have been identified as needing more remediation.in ILA, Math and STEM courses. The 6 <sup>th</sup> grade is a Bridge Program that offers an enrichment focused and is open to incoming magnet and neighborhood students.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum             |
| Instructional<br>Aides                   | \$7,014  | Instructional Aides to support classroom instruction.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum             |
| Substitutes                              | \$1,000  | Sick pay for Title 1 teachers  | 2: Effective Teachers and Instruction  |
| Technology<br>Related<br>Hardware and    | \$5,000  | Technology to support delivery of classroom lessons, including audio and visual equipment.   | 2: Effective Teachers and Instruction  |

|                                |                  |  |  |
|--------------------------------|------------------|--|--|
| Software under \$5,000         |                  |  |  |
| Employee Benefits              | \$74,570         |  |  |
| <b>Total Budget 2020-21 SY</b> | <b>\$305,384</b> |  |  |
| <b>Total FTE:</b>              | <b>5.0</b>       |  |  |



**Palo Verde High Magnet School Plan 2020-21 SY**  
**Magnet Theme: STEAM**  
**Principal: Eric Brock**  
**Tucson Unified School District**

**MAGNET SCHOOL SUMMARY**

Palo Verde High Magnet School is an integrated school that earned the Arizona State letter grade of a C during SY 2019-20. STEAM (Science, Technology, Engineering, Arts, and Math) is the magnet focus that is implemented through a variety of course offerings. Palo Verde's goal is to utilize STEAM courses to prepare students for life-long learning by fostering skills, knowledge, critical thinking abilities, a sense of community, and creativity.

One of the pillars of Palo Verde's STEAM Program is their Career and Technical Education (CTE) Program, which includes Engineering, Computer Science, Film & TV, Digital Communications, and Sports Medicine. Students will learn to apply Science, Technology, Engineering, Arts, and Math concepts to current technologies and tools, as they learn about the different disciplines and opportunities with the fields of Engineering. Engineering students will have the ability to experience Engineering in both electrical and embedded software design by utilizing a robotics theme. During Computer Science courses, students will learn fundamentals of computing, including problem solving, working with data, understanding the internet, cybersecurity, and programming. Our Film and TV program prepares students to work in a variety of positions within the broadcast news, film, and television industries. Students in this program will have the opportunity to earn industry certification.

In addition to our CTE Program, we offer many Fine Arts options. Some of these courses include Theater Arts, Orchestra, Band, Jazz Band, Studio Art, Clay, Piano, Choir, Drawing & Painting, Stage Management, and Dance. Our students also have the opportunity to take classes ranging from STEM, Marine Biology, Forensics, Chemistry, Biology, Anatomy, and Earth Science. Palo Verde prides itself on offering many Advanced Placement (AP) courses, as well as Dual Enrollment options. We also have a strong partnership with JTED, which helps our students get ahead in their future career choices.

| <b>PROGRAMS</b>                                     |             |  |                     |   |                |  |     |                                     |   |  |                                     |  |               |
|---|-------------|--|---------------------|---|----------------|--|-----|-------------------------------------|---|--|-------------------------------------|--|---------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |             |  |                     | <b>OTHER PROGRAMS</b><br>Check any/all that apply |                |  |     |                                     |   |  |                                     |  |               |
| <input checked="" type="checkbox"/>                 | School Wide |  | Targeted Assistance | <input checked="" type="checkbox"/>               | Magnet (STEAM) |  | SIG | <input checked="" type="checkbox"/> | Targeted School Improvement<br><br>1. African American<br>2. ELL<br>3. ExEd |  | Comprehensive Support & Improvement |  | D or F Status |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                               |                                  |                                  |                                  |                                  |                               |
|--|-------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|
|  | <b>Feb. 15, 2020</b>          | <b>Oct. 9, 2020</b>              | <b>Dec. 18, 2020</b>             | <b>March 12, 2021</b>            | <b>May 21, 2021</b>              | <b>TBD</b>                    |
|  | <b>Magnet Plan Submission</b> | <b>Quarter 1 Progress Review</b> | <b>Quarter 2 Progress Review</b> | <b>Quarter 3 Progress Review</b> | <b>Quarter 4 Progress Review</b> | <b>Review of 2020 AzMERIT</b> |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, Palo Verde High Magnet WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

**GOAL 2: Palo Verde High Magnet School WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

### **Academic Quality Measures:**

#### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

#### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

|   |
|---|
| <p><b>Current Status:</b> &lt;Updated by District with 100<sup>th</sup> Day Data in fall of 2020&gt;</p>  |
| <p><b>Objective:</b> Continue to recruit all students, with a focus on increasing the non-Latino student population.</p>  |
| <p><b>Integration Indicator: Integration of Diverse Student Population</b></p>  |
| <p><b>Actions to Address Integration Indicator and to Achieve Goal(s):</b></p> <p><b>District Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• The District Communication Department will provide marketing materials appropriate to support the school’s branding and activities. Materials include banners, posters, brochures, and other school specific materials.</li> <li>• Palo Verde will be part of the District Communication Department deployment of commercial media including television, print, and social media.</li> <li>• Recruitment and marketing activities are planned and implemented by the District and the school.</li> </ul> <p><b>Magnet Department Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Magnet school staff will foster a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and to maintain a diverse student population.</li> <li>• Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.</li> <li>• Ethnicity information closely monitored, in order to inform site of progress towards goal and recruitment efforts.</li> </ul> |
| <p><b>Critical Focus Area: Recruitment and Retention</b></p>  |
| <p><b>Critical Focus Area Action Steps:</b></p>   |

1. Continue recruitment at multiple TUSD middle schools: Booth-Fickett, Dietz, Borman, Naylor, Secrist, Alice Vail, and Mansfeld in order to increase enrollment, and maintain diversity, excellence, and equity.
2. Continue recruitment at multiple non-TUSD middle schools: La Paloma Academy, Academy of Tucson, Lehman Academy, Tucson Country Day School.
3. Continue partnerships with Booth-Fickett, Dietz, Naylor, and Borman in order to retain integrated neighborhood students.
4. Magnet Coordinator (or staff representative) will participate in all District recruitment activities offered to school.
5. The leadership team will strategically identify areas for site-based recruitment, provide marketing materials, and engage in recruitment opportunities within the business community and surrounding neighborhoods.
6. The Magnet Coordinator and Palo Verde leadership team will create partnerships with community members that assist in recruitment events and school magnet visibility.
7. The principal will implement a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.
8. Magnet School Coordinator will document recruitment and retention efforts in a magnet report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.
9. Recruitment logs will be kept on-site and document district and school recruitment events, tours, and magnet phone inquiries.

**Evidence of Progress**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Parent Attendance Sheets</li> <li>• Parent Volunteer Attendance Sheets</li> <li>• Parent and Community Outreach Plan</li> </ul> | <ul style="list-style-type: none"> <li>• Parent and Community Outreach Plan Quarterly Monitoring</li> <li>• Leadership Team Meetings Agendas/Minutes</li> <li>• Magnet Reports</li> <li>• Recruitment logs</li> </ul> |
|--|---|

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | XX % of 10 <sup>th</sup> grade students met the proficiency level on the 2020 AzMERIT; XX% below / above the district proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 10 <sup>th</sup> grade students will increase XX%, moving from XX% proficiency to at least XX% in 2020-21                  |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | XX % of 10 <sup>th</sup> grade students met the proficiency level on the 2020 AzMERIT; XX% below / above the district proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | Math achievement for 10 <sup>th</sup> grade students will increase XX%, moving from XX% proficiency to at least XX% in 2020-21                 |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement 10 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.        |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 10 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement 10 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.                   |
|                         | 2020-21 SY<br>Goal     | Math achievement for 10 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |

**HISPANIC PROFICIENCY RATES**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 10 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.  |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 10 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 10 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 10 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |

**B. Actions to Improve Academic Quality**

**Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>**

**Palo Verde High Magnet** has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

**SIAP Principle 2: Effective Teachers and Instruction (2.4, 2.5. and 2.7)**

|   |
|---|
| <p><b>SIAP Indicator 2.4 Our teachers implement evidence-based, rigorous, and relevant instruction</b></p>  |
| <p><b>Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:</b></p> <p><b>District Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• School PD calendar will support ongoing support for district initiatives (district supported with deployment of personnel and resources).</li> <li>• Teachers will use pedagogical approaches that include culturally responsive instruction.</li> <li>• Ongoing professional development on Tier I instructional strategies will focus on AVID, modeling, questioning strategies, student engagement strategies, cooperative learning structures, and daily checks for understanding.</li> <li>• Principal and school leadership team will implement a structured system for monitoring daily instruction (structured systems for class walkthrough visits).</li> <li>• The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences.</li> </ul> <p><b>Magnet Department Initiated and Supported:</b></p> |



- Technological devices (Microsoft Surface Pros and well as student laptops from Tech 4 Success initiative) will be used to support updated technology in the classrooms; i.e. Promethean ActivWall Panels, Promethean Tables, and Classflow to meet the needs of the multi-modality learners while driving student engagement.
- Monthly visits to support curriculum and instruction initiatives.
- Magnet Coordinator monthly professional development opportunities with a focuses on curriculum and instruction.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented

#### **Title 1 Initiated and Supported:**

- The District's Support & Innovation Team (Title 1) along with the Magnet Department and the District Leadership will gather classroom instruction trend data to identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.
- Provide text and supplies for collaborative learning opportunities.
- Curriculum Service Provider will support quality Tier 1 instruction through observation, reflection, and coaching.

#### **Critical Focus Area: Structured Systems for Monitoring Daily Instruction**

##### **Critical Focus Area Action Steps:**

1. Instructional leaders will use of the District Classroom Walkthrough rubric and Palo Verde's Teacher Talking Points that utilize the Danielson Framework of Evaluation, Essential Elements of Instruction (EEI), and ADE criteria to support an observation and reflection cycle.
2. Leadership team will establish baseline data for needs to deliver quality Tier I instruction and implement system of continuous monitoring to address school-wide and individual teacher needs.

3. Leadership team, CSP, and Magnet Coordinator will participate in a continuous walkthrough and reflection cycle to support teachers to plan and to implement quality Tier I instruction.
4. Teacher’s lesson plans will include the use of technology to integrate academic and technical learning experiences into their instruction to connect student learning to authentic applications to technically prepare and to produce global ready graduates. This will be monitored through classroom walkthroughs.

**Evidence of Progress**

- Walkthrough and Reflection Logs
- Classroom Walkthrough Trend Data
- Lesson and Unit Plans
- Tier 1 Rubric for Walkthroughs

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, subgroup, or individual student level).
- The Dean of Students will facilitate professional development and implementation of PBIS and restorative practices to support teachers and address level 1 and 2 behaviors that impede academic progress.
- Principal and school leadership teams will use structured systems for monitoring the efficiency and effectiveness of PLC-CTTs grade level/course teamwork (mutually developed with teachers, structured systems for PLC-CTTs support).
- Palo Verde will use a Drop –Out Prevention Specialist to support the correlation between attendance and achievement.
- Palo Verde will use Positive Behavior Intervention and Supports to support a healthy school climate and culture conducive to high levels of learning and to reinforce good citizenship and character development of all students in a manner that is consistently implemented across all classroom/school environments.
- A seven period day will be afforded and scheduled to support the pursuit of best instructional practices, to identify what the District curriculum is asking students to know and be able to do, to develop the knowledge of how to incorporate student use of technology in the classroom, and to analysis a variety of formal assessments to inform instruction.

**Magnet Department Initiated and Supported:**

- Intervention and Supplemental Services (Math and ELA) will be offered during the school day to support students through Tier 2 and 3 support.
- Instructional Data and Intervention Specialist (IDIS) will support the PLC-CTTs in analyzing data from common formative assessments and benchmark assessment to identify students in need of support for Tier 2 instruction in the classroom.

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

**Title 1 Initiated and Supported:**

- Curriculum Service Provider will support the PLC-CTTs through observation and coaching for refinements.
- The Dean of Students will support the learning of positive classroom behaviors for students in need.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**Critical Focus Area Action Steps:**

**Math:**

1. Math Specialist will run a math lab throughout the day using push-in and pull-out services for student remediation and extension. Identification for push-in remediation is based on multiple factors: summative assessments, ACTs, benchmarks, formative assessment, or teacher observation. The lab teacher can also pull-in students identified as needing the service for 2-3 days per week over nine weeks, so students do not fall behind in other courses.
2. The Instructional Data and Intervention Specialist and counselors will monitor benchmark data and create data presentations for content area teachers (ELA, math, science and social studies) regarding classroom results. Individual student data will be prepared and given to content teachers to assist in student level data talks. Students develop academic goals.

**ELA:**

3. ELA Specialist will run an ELA lab throughout the day using push-in and pull-out services for student remediation and extension. Identification for push-in remediation is based on multiple factors: summative assessments, ACTs, benchmarks, formative assessment, or teacher observation. The lab teacher can also pull-in students identified as needing the service for 2-3 days per week over nine weeks, so students do not fall behind in other courses.
4. Instructional Data and Intervention Specialist will monitor benchmark data to ensure students are properly enrolled in the English RTI classes for additional support and time to master content standards.

5. Instructional Data and Intervention Specialist, CSP and Magnet Coordinator will set up a system to perform "Gap Analysis" for exceptional education, African American and ELD students. Teachers work with the CSP to design Tier 2 supports to be delivered in the Tier 1 classroom to address gaps in learning. Tier 3 interventions are provided outside of the Tier 1 classroom by Reading and math Intervention.

**Evidence of Progress**

- AzMERIT Data
- Walk Through Data
- Benchmarks
- Trend Data
- CFAs

**Critical Focus Area 2 : High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. Teachers will engage in the PLC-Collaborative Teacher Teams (CTTs) process during Wednesday PD and other opportunities outside of the school day.
2. PLC-CTT math and ELA teams will meet for 8 half-days throughout the school year to plan curriculum, to analyze student data, and to plan Tier 2 interventions.
3. Each PLC-CTTs will maintain a notebook with agendas, sign-ins, and student data analysis.
4. PLC-CTTs will clarify the essential learning for units of study aligned to the TUSD Curriculum and the scope and sequence.
5. PLC-CTTs will create common formative assessments aligned to the TUSD Curriculum and the scope and sequence.
6. PLC-CTTs will complete data analysis of common formative and benchmark assessments to determine student who need additional support and extension opportunities for students.
7. PLC-CTTs will respond to CFAs by re-teaching, providing additional support and time to identified students who need to master the standard.

8. PLC-CTTs will be monitored using the District’s PLC rubric. Strengths and refinements will be identified and next steps for PLC-CTTs growth will be documented, implemented and monitored.

**Evidence of Progress**

- PLC Agendas/Minutes
- Common Formative Assessments
- Data Analysis
- Re-Teach Lessons
- District PLC Rubric and Next Step Documentation
- PLC-CTT Observation Logs

**SIAP Indicator 2.5: Out teachers have a strong understanding of types of assessments.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Assessment and Evaluation support to train teachers and provided PD on how to navigate School City and analysis formative assessment data.

**Magnet Department Initiated and Supported:**

- Magnet Coordinator and the Curriculum Service Provider will focus on teacher knowledge and use of different assessment types during classroom walkthroughs and Professional Learning Community (PLC)-Collaborative Teacher Team (CTT) meetings.
- Instructional Data and Interventionist Specialist will provide analysis of benchmark data to support teacher understanding of classroom and individual student performance as it correlates to the standards that are taught.

**Title 1 Initiated and Supported:**

- Math Pathways and Pitfalls program to support math planning for assessments.

**Critical Focus Area: A variety of assessments are used to plan, drive, and evaluate student learning outcomes.**

**Critical Focus Area Action Steps:**

1. Teachers will engage in the PLC-Collaborative Teacher Team (CTT) process daily afforded by the 7-period day schedule, in order to create tests, rubrics, and various types of assessments.
2. Training on School City will take place, so teachers can access user-friendly data.
3. Teachers will regularly identify and share learning expectations with student and review benchmark data. This will support students in understanding what they should learn and the goals for their progression.
4. Teachers will continuously elicit evidence of student learning using informal formatives i.e. checks for understanding, during classroom Tier 1 instruction. Evidence will be collected during classroom walkthroughs to ensure the use of these instructional practices.
5. Math and ELA teachers will develop formative assessments to be implemented after every 3-5 learning objectives. Formative assessment results will guide re-teaching and enrichment.
6. A closure activity, i.e. Exit Tickets, will be planned and implemented at the end of each daily lesson to inform instruction and to identify misconceptions

**Evidence of Progress**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Assessments</li> <li>• Rubrics</li> <li>• School City Data</li> </ul> | <ul style="list-style-type: none"> <li>• Benchmark Data</li> <li>• Student Academic Goals</li> <li>• Walkthrough data indicating the use of informal formative and formal formatives</li> </ul> |
|--|---|

**SIAP Principle 4: Effective Curriculum (Indicator 4.6)**

**SIAP Indicator 4.6: Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

**District Initiated and Supported:**

- Teachers will develop and implement lesson and units of study following the District curriculum and Scope and Sequence.
- Teacher will meet in PLC-CTTs to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.

**Magnet Department Initiated and Supported:**

- A 7-period day will be implemented to ensure teachers/staff are able to meet on a daily basis during PLC-CTT times to collaborate on District Curriculum and Scope and Sequence.
- A math and reading interventionist will be utilized on a push-in/pull-out basis to help ensure continuous improvement for all students.

**Title 1 Initiated and Supported:**

- Curriculum Service Provider will monitor the use of the District Curriculum and Scope and Sequence through classroom visits and PLC – CTT observations.

**Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.**

**Critical Focus Area Action Steps:**



1. PLC-CTTs will clarify the essential learning of instruction as determined by the TUSD Curriculum and scope and sequence, and will review and evaluate, as needed.
2. District pacing guides will be used when teachers are planning units for instruction and daily lesson plans.
3. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
4. CSP will support the implementation of high-quality curriculum at grade level by supporting teacher’s professional growth through content level PD, Professional Learning Community Structures, and coaching.
5. CSP will systematically monitor, review and evaluate the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.

**Evidence of Progress**

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Common formative assessments</li> <li>• PLC binders/notebooks</li> </ul> | <ul style="list-style-type: none"> <li>• TUSD Curriculum unpacked standards</li> <li>• CSP notes/documentation</li> <li>• Walkthrough data</li> </ul> |
|---|---|

## **SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**

### **Family Engagement Objectives:**

- By the end of the 2020-21 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic progress.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 92.44% Parent/Guardian overall satisfaction.

### **SIAP Indicator 6.1 Our school creates and maintains positive collaborative partnerships among families, communities, and school to support student learning.**

### **Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:**

#### **District Initiated and Supported:**

- Palo Verde High Magnet will establish lines of communication to families, community members, and organizations.
- Palo Verde will develop and use social media structures to connect with students and families.
- Students and families will be invited to campus to receive help filling out FAFSAs, and participate in goal setting while planning for college.
- Palo Verde's Site Council will continue to meet monthly and minutes will be posted.

#### **Magnet Department Initiated and Supported:**

- Magnet Coordinator and School Community Liaison will develop partnerships among families, communities, and schools that enhance student development and learning.
- Magnet Coordinator and/or Community Liaison will continue to attend Right Start events on Davis-Monthan AFB. This event is geared for new enlistees and their families.
- Magnet Coordinator will send regular mailers to all neighborhood families with TUSD middle school students.

**Title 1 Initiated and Supported:**

- School Community Liaison will provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.
- School Community Liaison will coordinate with Student Support and Partnership Centers to provide information regarding parent education and resource opportunities.
- Magnet Coordinator and School Community Liaison will develop partnerships among families, communities, and schools that enhance student development and learning.
- Magnet Coordinator and/or Community Liaison will continue to attend Right Start events on Davis-Monthan AFB. This event is geared for new enlistees and their families.
- School Community Liaison will continue relationship with Whataburger – Supports PVHM’s Student of the Quarter events, and PBIS Titan Bolt cards by providing gift cards.

**Critical Focus Area: To develop partnerships among families, communities, and schools that enhances student development and learning.**

**Critical Focus Area Action Steps:**

1. The Student and Family Support Liaison will plan, implement, and oversee all family and community engagement activities. He/she will assist families with resources as well as encourage them to be active participants in their child’s educational experience.

2. The Community Liaison will develop a plan of action for strengthening our family and community engagement and will work with the principal and leadership team to monitor and to adjust the plan during Site Council Meetings.
3. The Community Liaison will collect, monitor, and document data related to parent /community involvement.
4. The Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site-based employees to coordinate efforts for parent, community, and partnership engagement.
5. The Magnet Coordinator will establish at least one new formal partnership, as documented by a letter of support.
6. Future Titan Night/New Student Orientation - Prospective families are given opportunities to tour campus and speak with teachers, counselors and administration regarding enrollment at Palo Verde High Magnet.
7. Snack Pack Program – Parents volunteer their time helping the Community Liaison with the Snack Pack Program.

**Evidence of Progress**

- Parent Attendance Sheets
- Parent Volunteer Attendance Sheets
- Parent and Community Outreach Plan
- Parent and Community Outreach Plan Quarterly Monitoring
- Leadership Team Meetings Agendas/Minutes

## **PALO VERDE HS BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Math Specialist Teacher (910G,202)
- 1.0 FTE Reading Specialist Teacher (910G, 202)
- 1.0 FTE Assistant Principal (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (910G, 202)
- 1.0 FTE Classified Network Tech (910G, 202)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 2.0 FTE Teacher (Title I)
- 1.0 FTE School Community Liaison (Title I)
- 1.0 FTE Dean of Students (Title I)
- 1.0 FTE Curriculum Service Provider (Title I)
- 0.7 FTE Coordinator for College and Career Readiness (910G, Other)
- 0.3 FTE Coordinator for College and Career Readiness (Perkins)
- 1.0 FTE MTSS Facilitator (910G, other)
- 1.0 FTE Teacher AVID (910G, other)

| <b>Palo Verde HS Magnet Deseg Budget 2020-2021 SY</b> |                          |  |   |
|---|--------------------------|--|---|
| <b>Description</b>                                    | <b>Sum of FY 21 (\$)</b> | <b>Purpose</b>   | <b>Magnet Plan Principle #:</b>   |
| 1.0 FTE Teacher Math Specialist                       | \$50,000                 | Freshman students who have been selected based on 8th grade math scores will be scheduled in a Response To Intervention class targeting essential skill deficits. Provide on-site targeted support to teachers, coaches and leaders. This may range from providing lesson planning and pacing support, to helping educators analyze data and apply it to instruction, to working with leaders to identify evidence of implementation successes and challenges. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| 1.0 FTE Teacher Reading Specialist                    | \$50,420                 | A Reading Specialist will assist L25 students using Concept Recovery program. The Reading Specialist will work with PLCs and teachers to develop strategies to improve classroom instruction with a focus on literacy. Work collaboratively with a team to plan instruction. Demonstrate commitment to continuous learning   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| 1.0 FTE Assistant Principal                           | \$78,773                 | Assistant Principal provides leadership and management of a school that is focused on student learning and achievement, relationships, and communication, and efficient operations. Promotes the success of each student by facilitating the development and articulation of a vision of learning that is shared and supported by the school community   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement, Integration: Providing Diversity, |

|  |          |  |  |
|--|----------|--|--|
|  |          |  | Excellence and Equity  |
| 1.0 FTE Magnet Site Coordinator                        | \$50,000 | The Magnet Coordinator will communicate essential information and highlight significant news about Magnet teachers, students, events through the school Newsletter (mailed out in English/Spanish), school website, social media, marque, and maintain technology infrastructure. The Magnet Coordinator will schedule presentations/events to showcase magnet program at local middle schools especially feeder schools (Booth-Fickett, Secrist, Naylor, Vail). The Magnet Coordinator supports all curriculum and instruction initiatives and efforts. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum Integration: Providing Diversity, Excellence and Equity |
| 1.0 FTE Instructional Data and intervention Specialist | \$50,000 | A Data Coach will create and implement interventions for the L25 and at-risk students. This position will work with PLC-CTTs to develop intervention strategies will work with teams to disaggregate data in order to differentiate Tier 1 instruction and intervention opportunities  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |
| 1.0 FTE Classified Network Tech                        | \$56,371 | A Network Tech will support the use of technology in all aspects of the curriculum focusing on STEAM subjects. The Tech will support student achievement, by assisting teachers in developing integrated, differentiated lessons using accessible technology. The Network Tech will assist with Technology issues with new capital purchases   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |
| Added Duty: Certified Tutoring                         | \$10,000 | To reduce achievement gaps, four teachers will provide afterschool opportunities related to reading and math achievement that target African American and Hispanic students (tutoring 2 times each week for 1.5 hours).  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |
| Certified Added Duty: PLC-CTTs                         | \$4,000  | To support student achievement, PV teachers will have the opportunity to participate in PLC-CTTs outside of contract time. In PLC-CTTs they will review student testing data, collaborate on curriculum, analyze student work and data, problem solve and develop strategies to close the achievement gap.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |

|                                     |         |   |  |
|-------------------------------------|---------|---|--|
| Substitute Pay                      | \$5,000 | Substitute teachers to allow for PLC-CTT math and ELA teams to meet for 8 half-days throughout the school year.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Added Duty: Recruitment             | \$1,400 | Magnet Coordinator will work at district and site-based recruiting events.  | Integration: Providing Diversity, Excellence and Equity          |
| Supplies: Instructional             | \$4,050 | Supplies will be purchased as needed to support the STEAM program and success of the students. To improve instruction, supplies will be purchased to support classroom activities | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Recruitment and Marketing Materials | \$800   | Promotional materials will be purchased to advertise the school and its accomplishments   | Integration: Providing Diversity, Excellence and Equity          |
| Mileage                             | \$100   | Travel expenses for school recruitment events.  | Integration: Providing Diversity, Excellence and Equity          |
| Supplies: Recruitment               | \$100   | Recruitment supplies will be purchased to promote the school and increase enrollment.   | Integration: Providing Diversity, Excellence and Equity          |



|                                |                  |   |  |
|--------------------------------|------------------|---|--|
| Supplies: PD                   | \$500            | To improve instruction, supplies to support Professional Development and PLC-CTT meetings, such as, copies, books, and display materials.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Technology under \$5,000       | \$18,000         | Laptops: Data shows that hands-on, active learning is most effective. Laptops to meet the needs of the multi-modality learners while driving student engagement. Students can get immediate feedback on their learning. This will be used to support updated technology in the classrooms; i.e. Technological devices will be used to support updated technology in the classrooms; i.e. Laptop replacements for damaged items. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Employee Benefits              | \$124,048        |   |  |
| <b>Total Budget 2020-21 SY</b> | <b>\$503,562</b> |   |  |
| <b>Total FTE:</b>              | <b>6.0</b>       |   |  |

| <b>Palo Verde HS Title 1 Budget</b> |                         |   |   |
|-------------------------------------|-------------------------|---|---|
| <b>Description</b>                  | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>SIAP/ Magnet Plan Principle #</b>  |
| 2.0 FTE Teacher Title I             | \$78,000                | Differentiate Tier I, Tier 2, and Tier 3 instruction; Targeted intervention for identified students.  | 2: Effective Teachers & Instruction<br>3: Effective Organization of Time<br>4: Effective Curriculum     |
| Substitute Teachers                 | \$1,500                 | Substitute teachers for Title 1 teachers.   | 2: Effective Teachers & Instruction;<br>3: Effective Organization of Time;<br>4: Effective Curriculum   |
| 1.0 FTE School Community Liaison    | \$27,000                | Community Liaison will work with students and families to build relationships, check on attendance issues, and provide academic support including organizational skills as needed. Will also assist in promoting and supporting parents with strategies to help their child be more successful in school. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum;<br>6: Family and Community Engagement |

|  |          |   |  |
|--|----------|---|--|
| 1.0 FTE<br>Dean of<br>Students               | \$43,000 | The Dean of Students collaborates with district staff, parents and students to identify high-risk students for future prevention services. The Dean of Students may visit students and parents in the home to determine causes for absenteeism, academic or discipline problems. The Dean monitors these students as they enter and go through school to determine impact of prevention activities. | 5: Conditions,<br>Climate & Culture  |
| 1.0 FTE<br>Curriculum<br>Service<br>Provider | \$42,000 | The Curriculum Service Provider will support ELA, ELD, and L25 district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC –CTTs to assess and utilize School City data within their curriculums.  | 2: Effective<br>Teachers and<br>Instruction<br>4: Effective<br>Curriculum  |
| Added Duty<br>Tutoring                       | \$7,500  | Added duty for tutoring outside of the school day.  | 2: Effective<br>Teachers and<br>Instruction;<br>4: Effective<br>Curriculum |
| Supplies<br>Instructional                    | \$4,190  | District Supplies for school resources.   | 2: Effective<br>Teachers and<br>Instruction<br>4: Effective<br>Curriculum  |
| Instructional<br>Aids                        | \$5,000  | Anatomy Workbooks, IPADS, IXL Licenses, ACT Books, Calculators, White Boards – To support student learning in math and ELA.   | 2: Effective<br>Teachers and<br>Instruction<br>4: Effective<br>Curriculum  |
| Technology<br>Related<br>Hardware &          | \$9,000  | Laptops, Grade Cam, and document cameras – Technology purchases to use in the classroom to support instruction.   | 2: Effective<br>Teachers and<br>Instruction                                |

|                                |                  |                         |
|--------------------------------|------------------|-------------------------|
| Software less than \$5,000     |                  | 4: Effective Curriculum |
| Employee Benefits              | \$59,600         |                         |
| <b>Total Budget 2020/21 SY</b> | <b>\$276,790</b> |                         |
| <b>Total FTE:</b>              | <b>5.0</b>       |                         |

**Roskruge Bilingual Magnet School Plan 2020-21 SY**  
**Magnet Theme: Two Way Dual Language**  
**Principal: Yvonne Torres**  
**Tucson Unified School District**

**MAGNET SCHOOL SUMMARY**

Roskruge is a K-8 school with a focus on Two Way Dual Language. The mission of the school is to produce bilingual, bi-literate and bi-cultural students with a seal of bi-literacy at graduation on their high school diploma. All students are immersed in the Two Way Dual Language program at all grade levels. Our program balances the number of native English speakers and Spanish native speakers into one class and is integrated for instruction so that both groups of students serve in the role of language models and language learners.

We are committed to the Two Way Dual Language program and all of our students at Roskruge. Our immersion program begins in Kindergarten with a 90% Spanish and 10% English instruction with the Spanish portion decreasing and English portion increasing by 5<sup>th</sup> grade. In middle school, the program is taught 50% in English and 50% in Spanish. This is met by the number of class periods with three (3) out of seven (7) classes taught in Spanish and all other classes taught in English. Our school provides students the opportunity to earn three (3) high school credits in Spanish with a pathway to take AP classes in high school.

Roskruge is a unique school in that we are the only school that services 100% of our students in the Two Way Dual Language program. Our school is showing academic growth more and more each year. We are committed to excellence in two languages and strive for this on a daily basis.

| <b>PROGRAMS</b>                                     |                    |  |                            |   |               |  |            |  |                                    |  |  |  |                      |
|---|--------------------|--|----------------------------|---|---------------|--|------------|--|------------------------------------|--|--|--|----------------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |                    |  |                            | <b>OTHER PROGRAMS</b><br>Check any/all that apply |               |  |            |  |                                    |  |  |  |                      |
| <input checked="" type="checkbox"/>                 | <b>School Wide</b> |  | <b>Targeted Assistance</b> | <input checked="" type="checkbox"/>               | <b>Magnet</b> |  | <b>SIG</b> |  | <b>Targeted School Improvement</b> |  | <b>Comprehensive Support &amp; Improvement</b> |  | <b>D or F Status</b> |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                                  |                                  |                                  |                                  |                               |  |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|--|
| <b>Feb. 15, 2020</b>                               | <b>Oct. 9, 2020</b>              | <b>Dec. 18, 2020</b>             | <b>March 12, 2021</b>            | <b>May 21, 2021</b>              | <b>TBD</b>                    |  |
| <b>Magnet Plan Submission</b>                      | <b>Quarter 1 Progress Review</b> | <b>Quarter 2 Progress Review</b> | <b>Quarter 3 Progress Review</b> | <b>Quarter 4 Progress Review</b> | <b>Review of 2020 AzMERIT</b> |  |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, ROSKRUGE WILL MAKE PROGRESS TOWARDS INTEGRATION.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: ROSKRUGE WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Status:** <Updated by District with 100<sup>th</sup> Day Data in fall of 2020>

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Goal(s):**

**District Initiated and Supported:**

- TUSD School Community Services Open Enrollment lottery acceptance.
- The school will plan and implement retention activities and events that are proven to increase integration.
- The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials.
- Roskruge will be part of the District Communication Department deployment of commercial media including television, print, and social media.

**Magnet Department Initiated and Supported:**

- Magnet Coordinator/Administrator will participate in all District recruitment activities offered to the school.
- Continue recruitment with neighboring schools, child care centers and community events.
- Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.

**Critical Focus Area: Recruitment and Retention**

**Critical Focus Area Action Steps:**



1. University of Arizona advertisement (Lo Que Pasa) regarding the Two-Way Dual Language (TWDL) program offered at Roskruge. This advertisement will run four week each quarter of school. Magnet coordinator will track the responses generated from the advertisement.
2. Two-Way Dual Language (TWDL) flyers containing information about Roskruge will be used while at all recruiting events and during school tours.
3. Leadership team will develop a ***Focus Recruiting Effort Plan*** that strategically identifies areas for school based recruitment, where to provide marketing materials, and recruitment opportunities [such as visits to preschool parent nights, community centers, fitness centers, places of worship].
4. Magnet Coordinator will create partnerships with community members that assist in recruitment events and school magnet visibility.
5. Principal will ensure implementation of a collaborative school community that creates partnerships and implements the magnet theme with fidelity in order to attract and maintain a diverse student population.
6. Magnet Coordinator (or staff representative) will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.

**Evidence of Progress**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• 40<sup>th</sup> and 100<sup>th</sup> day enrollment report (TUSD)</li> <li>• Calendar of Events</li> <li>• Attendance Documents and Agendas</li> <li>• Meeting Notes.</li> <li>• Synergy Reports</li> <li>• Magnet Reports</li> </ul> | <ul style="list-style-type: none"> <li>• Facebook</li> <li>• School Website</li> <li>• Application Data</li> <li>• Calendar of Events</li> <li>• School Surveys</li> <li>• IAP, Leadership Team, and Site Council Attendance</li> </ul> |
|--|---|

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.            |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.  |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |

**HISPANIC PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -8 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.   |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 8 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |

## B. Actions to Improve Academic Quality

**Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>**

Roskruge has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

### SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4, 2.5, and 2.7)

#### SIAP Indicator 2.4 Our teachers implement evidenced-based, rigorous and relevant instruction.

##### Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:

##### District Initiated and Supported:

- Curriculum Service Provider (CSP) will facilitate all PLC-Collaborative Teacher Teams to ensure viable curriculum instruction to all students.
- Teachers will participate in classroom walkthroughs to observe components of the Two Way Dual Language Model magnet theme using the TWDL District Walkthrough Protocol.
- The principal will use the teacher evaluation instrument, Danielson Framework, to guide pre-conferences, evaluations and post-conferences. During the evaluation process, teachers will identify strengths and refinements that will determine the next steps for growth.
- District instruction and curriculum initiatives will be followed with the District Professional Development School Calendar.
- Teachers will implement guided reading groups using the Two Way Dual Language model established by grade level.
- Staff will participate in ongoing professional development, including writing instruction, guided reading, magnet theme integration in classroom lessons, and analysis of student data for planning appropriate instruction.

**Magnet Department Initiated and Supported:**

- The leadership team (principal, Magnet Coordinator, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet Plan that will include the school's top priorities, action steps, evidence, timeline, and responsibilities for each faculty and staff member.
- Teachers will use the Highly-Leveraged Targeted Learning Plans as resources to develop rigorous daily lesson plans for math and ELA (K-8).
- Magnet Coordinator with District Magnet support staff will gather classroom instruction trend data through Observation & Reflection Cycle to provide continuous feedback for teacher to refine quality Tier 1 instruction.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

**Title 1 Initiated and Supported:**

- Teachers will provide tutoring before and after school for lower 25% in all grade levels.
- Teachers in ELA and math will assess students using Formative Assessments.
- The District's Support & Innovation Team (Title 1, Magnet Department, and Regional Leadership) will gather classroom instruction trend data that will provide one set of information to guide PD choices, additional programmatic support, curriculum implementation support, and other support that may arise. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment. These visits will take place at least once a semester.

**Critical Focus Area: Refinement of the Two Way Dual Language Program****Critical Focus Area Action Steps:**

1. Daily Instruction to include Two Way Dual Language Model as evidenced in lesson plans and observations, including culturally responsive instruction/strategies, Guided Language Acquisition Design (GLAD), Spanish leveled guided reading sets, SuccessMaker and IXL.
2. Implementation of TUSD Math & ELA Curriculum and TUSD Scope and Sequence for Tier 1 instruction.
3. Classroom walk-throughs with continual feedback using the District walk-through protocol. Coaching bite sized action step for teacher refinements will follow all walk-throughs.

**Evidence of Progress**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Lesson Plans that reflect the implementation of TUSD Curriculum, TWDL model and CRC strategies</li> <li>• Classroom Observation Logs</li> </ul> | <ul style="list-style-type: none"> <li>• PD Agendas &amp; Attendance (Sign-In sheets)</li> <li>• Teacher Evaluations</li> <li>• Master class schedule</li> </ul> |
|--|--|

**SIAP Indicator 2.5: Our teachers have a strong understanding of types of assessments.****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:****District Initiated and Supported:**

- Assessment and Evaluation support to train teachers and provided PD on how to navigate School City, analysis formative assessment data and use the Highly-Leveraged Formal Formative assessments.

**Magnet Department Initiated and Supported:**

- Highly-Leverage Learning Plans provide exit ticket questions and formal formative assessments for each standard in ELA and Math.
- Magnet Coordinator and the Curriculum Service Provider will focus on teacher knowledge and use of different assessment types during classroom walkthroughs and Professional Learning Community (PLC)-Collaborative Teacher Team (CTT) meetings.
- Magnet Coordinator and the Curriculum Service Provider will identify teachers' depth of knowledge in regards to assessment types and will design and provide resources to strengthen this knowledge.

**Title 1 Initiated and Supported:**

- Math Pathways and Pitfalls program to support math planning for assessments

**Critical Focus Area: A variety of assessment types will used to plan, drive, and evaluate student learning outcomes.****Critical Focus Area Action Steps:**

1. Classroom observations will focus on teachers' understanding and use of informative assessments, such as checking for understanding, short quizzes
2. Teachers will plan, implement and analysis "exit tickets" after each daily lesson to guide instruction.
3. Math and ELA teachers will develop formative assessments to be implemented after every 3-5 learning objectives. Formative assessment results will guide re-teaching and enrichment.

4. Teachers will be guided to use benchmark data to plan re-teaching of standards and grouping of students accordingly to results and needs.
5. Instructional Leaders will analyze benchmark data in hand with teachers to identify and discuss question types levels, standard levels and skill demands of students, individual student and whole-class level of performance. Re-teaching of standards will be identified and instructional strategies will be developed to meet student needs.
6. Math teachers will utilize Math Pathways and Pitfalls lessons for Tier 2 interventions. Assessment data is translated in Spanish by teacher and used to support identified student misconceptions to increase learning.

**Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Exit Tickets</li> <li>• Formative Assessments</li> <li>• Student Analysis Protocols</li> <li>• Math Pathways and Pitfalls Program</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher Data-Talk Logs</li> <li>• Benchmark Data</li> <li>• Classroom Walk-through data</li> </ul> |
|---|---|



**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Highly functioning MTSS teams focused on academic performance data (school wide, grade level, classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, sub group, or individual student level).
- Principal and school leadership team has a structured system for monitoring the efficiency and effectiveness of PLC Collaborative Teacher Teams grade level/course.
- MTSS teams will focus on academic performance data (school wide, grade level, and classroom level Tier 1, 2, and 3 recommendations as a response to data at the school wide, sub group, or individual student level).
- Teachers will use Guided Reading small group instruction to support ELA. Tier 2 and Tier 3 students will meet daily for guided reading lessons.
- Teachers will utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.

**Magnet Department Initiated and Supported:**

- Data regarding the use of SuccessMaker will be monitored by the Magnet Coordinator and documented in the Magnet Report.
- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.
- Targeted tutoring will be offered before/after school to all students who are not proficient as measured by AzMERIT, benchmark assessments, and DIBELS.

**Title 1 Initiated and Supported:**

- Teacher Assistants will help with small group instruction under the guidance of the teacher.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**Critical Focus Area Action Steps:**

1. Grade levels and content teams will embed time during the school day for students to receive supplemental Tier 2 instruction or academic enrichments.
2. IFC: Instructional Focus Calendar will be turned in every two weeks with the standards taught along with the results of the formative assessment. Teacher will note mastery of standard and will state when reteach and enrichment will take place.

**Math:**

3. Teachers and math interventionist will work with School City results and plan small group interventions.
4. CSP and teachers will monitor benchmark data to ensure students are properly enrolled in the Math RTI classes.
5. Math intervention teacher will ensure that students use District supported online program IXL to meet individual student needs.

**ELA:**

6. CSP and teachers will monitor benchmark data to ensure reteach and enrichment.
7. ELA teachers will ensure that students use District supported online programs such as Achieve 3000, IXL and SuccessMaker to meet individual student needs.

**Elementary:**

8. Teachers will maintain fluid grouping in ELA and Math utilizing the computer time.

**Evidence of Progress**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Instructional Focus Calendar</li> <li>• Test Scores</li> </ul> | <ul style="list-style-type: none"> <li>• Class Rosters</li> <li>• District online reports</li> </ul> |
|---|--|

**Critical Focus Area 2: Highly Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. Elementary PLC Collaborative Teacher Teams (CTTs) meet during the school day each week for at least 60 minutes. During this time PLC-CTTs will follow the
2. Middle School PLC/CTTs meet daily as afforded by the seven period school day schedule. Teachers will meet by content in CTTs to complete the CTT Team Cycle and by grade level for Kid Talks.
3. All PLC-CTTs will progress through the Collaborative Teacher Team cycle with the work that is aligned to the cycle (Teach-Assess- Respond and Focus).
4. As part of the Collaborative Teacher Team Cycle. PLCs-CTTs will use the results from common formative assessments to share and develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.

**Evidence of Progress**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• PLC-CTT Schedule</li> <li>• PLC-CTT Binders and Data Notebooks</li> </ul> | <ul style="list-style-type: none"> <li>• PLC-CTT-CCTs Agendas/Minutes</li> <li>• Lesson Plans and Unit Plan Aligned to TUSD Curriculum</li> </ul> |
|--|---|

**SIAP Principle 4: Effective Curriculum (Indicator 4.6)**

**SIAP Indicator 4.6: Our school staff systematically monitors, reviews and evaluates the implementation and effectiveness of adopted curricula ensuring continuous improvement for all students.**

**Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:**

**District Initiated and Supported:**

- Teach the TUSD Curriculum and follow the TWDL model with fidelity.
- PLC-CTTs will meet weekly to plan instruction that is aligned to the TUSD Curriculum and TWDL model. Implement the curriculum standards, culturally responsive instruction and the TWDL model with fidelity.
- Teachers will meet in PLC-CTTs teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.
- Teachers will use District pacing guides, District Curriculum and District Scope and Sequence when planning units for instruction and daily lesson plans.
- Dual-Language Walkthroughs will ensure TWDL model is in place and utilized with fidelity.

**Magnet Department Initiated and Supported:**

- Teachers will meet in PLC-CTTs teams to plan and identify magnet theme materials to use when implementing instructional units.
- Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum and TWDL model to the daily lesson plans.
- Teachers will use the District Magnet Highly-Leverage Learning Plans to guide Tier 1 instruction and provide Tier 2 interventions for student needs.
- Instructional leaders and Magnet Coordinator will conduct Observation and Reflection Cycle – Classroom Walkthroughs daily to ensure standards, theme visibility and Dual Language model are aligned for student learning.

- Instructional leaders will work with PLC-CTTs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD Curriculum and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

**Title 1 Initiated and Supported:**

- Summer PD for certified staff focusing on curriculum mapping, scope and sequence, and standards to align with lesson plans and new ELA curriculum.

**Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.**

**Critical Focus Area Action Steps:**

1. Walkthrough data indicates that teacher lessons are aligned to the District Curriculum and the District Scope and Sequence.
2. Benchmark data is analysis to determining gaps between student performance and the District curriculum.
3. PLC-CTT teams will analysis formative assessments and benchmarks to determine gaps between the District curriculum and plan instruction.
4. Teacher data talks that occur after each benchmark with leadership will identify gaps between the District curriculum and the standards based on student performance.
5. Instructional leaders will review lesson plans during walkthroughs and classroom visits to ensure the alignment of TUSD Curriculum to the daily lesson plan.
6. Instructional leaders will work with PLC-CTTs in planning instruction, common formatives, re-teaching lessons, analyzing common formatives and benchmark data to guarantee that TUSD ELA curriculum adoption and the scope and sequence is aligned to instruction, common formatives, and benchmark assessments.

**Evidence of Progress**

- |                       |                             |
|-----------------------|-----------------------------|
| • Lesson Plans        | • Benchmark Assessment Data |
| • PLC agendas/minutes | • Walkthrough Data          |

**SIAP Principle 6: Family and Community Engagement (Indicator 6.1)****Family Engagement Objectives:**

- By the end of the 2020-21 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 90.6 % Parent/Guardian overall satisfaction.

**SIAP Indicator 6.1 Our staff creates and maintains positive, collaborative partnership among families, communities, and schools to support student learning.****Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:****District Initiated and Supported:**

- Establish lines of communication with families, community members, and organizations.
- Coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
- Administer the School Quality Survey so that students, teachers, and parents provide overview of culture, climate, and perceptions from a variety of perspectives.
- Communicate with families and community about school programs and student academic achievement using reliable and effective methods (e.g.: monthly newsletter, updated website, list-serve, Cafecitos, and clearly defined systems that allows for home-school communication).

**Magnet Department Initiated and Supported:**

- USP and Family Engagement Center Support Events and Notifications will be tracked through Family Engagement Center Monthly Calendars on Website, Parent-Link, Social Media and/or newsletters.

**Title 1 Initiated and Supported:**

- Provide training to families at least twice per year regarding curricular focus, to include specific strategies, materials, and tools to assist families in supporting academic achievement in reading/math.

**Critical Focus Area: To maintain and build strong partnerships between all school and community members that have a direct impact on student achievement.**

**Critical Focus Area Action Steps:**

1. The leadership team will coordinate at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.
2. Roskrug will include families as participants in school decisions, governance, and advocacy through Site Council and other school committees.
3. The principal will coordinate PTA meetings to share information.
4. The principal will ensure coordination of resources to support students and families with basic needs.
5. Staff members will coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
6. Continue established community partnerships that include University of Arizona, Brooklyn Pizza, U City Church, Pima Community College, Vineyard Church and Compañía de Danza Folclórica (CDFA)

**Evidence of Progress**

- |  |                                      |
|--|--------------------------------------|
| • Parent Attendance Sheets                   | • PTA Meeting Agenda and Transcripts |
| • Letters of Support from Community Partners | • Parent Volunteer Attendance Sheets |

## **ROSKRUGE K-8 BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Teacher – Spanish Interventionist (910G,202)
- 1.0 FTE Math Interventionist Teacher (910G,202)
- 3.0 FTE Magnet Spanish Teachers (910G, 202)
- 1.0 FTE Mariachi Teacher (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 3.0 FTE Teaching Assistants Bilingual (910G, 202)
- 1.0 FTE Student Success Specialist (910G, 202)
- 1.0 FTE Technology Specialist Teacher (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 1.0 FTE Librarian (910G, 202)
- 7.25 FTE Teaching Assistants Bilingual (910G, other)
- 1.0 FTE Library Assistant (M&O)
- 1.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Teacher (Title 1)
- 1.0 FTE Student Success Specialist (Title 1)
- 1.0 FTE School Community Liaison (Title I)
- 1.0 FTE Guidance Counselor (Title 1)
- 1.0 FTE Behavior Intervention Monitor (Title 1)



| <b>Roskruge K-8 Magnet Deseg Budget 2020-21 SY</b> |                         |  |  |
|--|-------------------------|--|--|
| <b>Description</b>                                 | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>   | <b>Magnet Plan Principle #:</b>                                  |
| 1.0 FTE Teacher Spanish/ Interventionist           | \$44,857                | Offer additional targeted oral Spanish language development for any student with no prior dual language experience through an elective class. This individual will also serve as a parent liaison for Dual Language Development.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Intervention Teacher - Math                | \$44,857                | Math interventionist will be used to support FFB, L25, ELL and SPED students; will also instruct a core enrichment Math Counts class.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 3.0 FTE Teacher Spanish                            | \$134,571               | All 6th-8th graders at Roskruge are enrolled in Spanish as a Core class. This is not an elective. These teachers plan with the other Core teachers who reinforce the Spanish language in their own classes. This includes increasing the number of students participating in Advanced Learning Experience (ALE) classes by providing opportunities for students to be promoted from Roskruge with Spanish HS credit and offer required support to students in Spanish. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Mariachi Teacher                           | \$44,857                | To support PLC/CTT at elementary level so that teams can meet during the school day.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Specialist Teacher-Technology              | \$44,857                | To PLC/CTT at elementary level so that teams can meet during the school day.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |

|  |          |  |  |
|--|----------|--|--|
| 1.0 FTE Curriculum Service Provider        | \$52,000 | Curriculum Service Provider provides curriculum and instructional support for teachers and school leaders. CSP also links teachers and other instructional staff with the resources and support they need to help students achieve in a standards-based system.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 3.0 FTE Magnet Teacher Assistant Bilingual | \$60,804 | Teacher Assistants will be used in the classroom to provide support to classroom teachers by working with students on assignments and projects while the teacher works with struggling students and small groups. Teacher Assistants are also language models and support the process of learning a second language. They provide oral and written language support. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Student Success Specialist         | \$41,592 | Increase oral reinforcement of Spanish language development through fine arts experiences.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Magnet Site Coordinator            | \$52,000 | Coordinator will coordinate all the components from our magnet plan and assure all strategies and goals are our focus through the year. This individual will also promote our magnet program and recruit the necessary students to meet USP recruitment requirements.  | Integration: Providing Diversity, Excellence and Equity          |
| 1.0 FTE Librarian                          | \$52,000 | Full Time Librarian to support and build reading, dual language, and technology in all classes by providing additional direct instruction on reading, research, and writing skills to support all students while targeting the L25% Support to teachers with Spanish materials for dual language integration within the classrooms.                                  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Substitute Teachers                        | \$9,000  | Substitute pay for magnet teacher sick leave   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |

|   |         |  |   |
|---|---------|--|---|
| Added Duty: Recruitment   | \$1,500 | Provide information regarding dual language program to prospective families.   | Integration: Providing Diversity, Excellence and Equity   |
| Supplies: Family Engagement                                       | \$500   | Provide supplies as needed for Family Engagement events.   | 6: Family and Community Engagement  |
| Mileage   | \$100   | To reimburse Magnet Coordinator and Magnet Counselor for attending recruiting events and targeted elementary schools during the year, as well as to attend all district sponsored Magnet recruiting fairs. | Integration: Providing Diversity, Excellence and Equity   |
| Supplies: PLC   | \$500   | Provide materials for teachers to plan and create the teaching materials for the 18-19 SY during PLC and summer training.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Registration: Magnet Schools of America (MSA) National Conference | \$1,800 | Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs                         | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |

|                                |                  |  |   |
|--------------------------------|------------------|--|---|
| Out of State Travel            | \$6,000          | Two (2) staff members will attend annual Magnet Schools of America Conference to learn strategies from other magnet school leaders across the country that enhance magnet programs | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement<br>Integration: Providing Diversity, Excellence and Equity |
| Employee Benefits              | \$157,169        |  |   |
| <b>Total Budget 2020-21 SY</b> | <b>\$749,465</b> |  |   |
| <b>Total FTE:</b>              | <b>14.0</b>      |  |   |

| <b>Roskruge K-8 Title 1 Budget</b> |                         |  |  |
|------------------------------------|-------------------------|--|--|
| <b>Description</b>                 | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>   | <b>SIAP/ Magnet Plan Principle #</b>                             |
| 1.0 FTE Teacher                    | \$45,200                | Reduce class sizes.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Student Success Specialist | \$32,760                | Increase oral reinforcement of Spanish language development through fine arts experiences. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Substitutes                        | \$1,000                 | Substitutes Title 1 teacher sick pay.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Added Duty                         | \$15,000                | Added duty for teachers to participate in summer school or tutoring                        | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| District Supplies                  | \$1,419                 | District supplies for school resources.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Added Duty                         | \$8,800                 | Added duty for teachers to participate in summer PDs                                       | 2: Effective Teachers and Instruction                            |

|                                       |          |   |  |
|---------------------------------------|----------|---|--|
|                                       |          |   | 4: Effective Curriculum  |
| Added Duty - PLC-CTT                  | \$4,500  | Added duty for teachers to participate in off-contract PLC-CTTs   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |
| 1.0 FTE School Community Liaison      | \$23,000 | The School Community Liaison serves as a liaison between the school and the home and encourages parents and community involvement in school activities. The School Community Liaison provides referrals or works with TUSD services and resources as well as external social service agencies to provide information to staff, students and families.   | 6: Family and Community Engagement   |
| 1.0 FTE Guidance Counselor            | \$48,080 | Counselor is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS, including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; providing activities to meet the needs of the students; consults w/teachers, staff and parents to enhance their effectiveness in helping students; provides support to other educational programs; conducts in-service programs for faculty, parents, and community members; Assists students & families w/ school related problems; conducts and facilitate conferences with teachers, students and parents; provides opportunities for parent education programs. | 2: Effective Teachers and Instruction<br>5: Conditions, Climate, and Culture<br>6: Family and Community Engagement |
| 1.0 FTE Behavior Intervention Monitor | \$22,300 | Behavior Specialist is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including, but not limited to, facilitating and assisting students to complete computer based intervention modules; gathering information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions.   | 5: Conditions, Climate, and Culture  |
| Employee Benefits                     | \$60,613 |   |  |

|                                    |                  |  |
|------------------------------------|------------------|--|
| <b>Total Budget<br/>2020-21 SY</b> | <b>\$262,695</b> |  |
| <b>Total FTE:</b>                  | <b>5.0</b>       |  |

**Tucson High Magnet School Plan 2020-21 SY**  
**Magnet Theme: Fine and Performing Arts and Natural Sciences**  
**Principal: Shawna Rodriguez**  
**Tucson Unified School District**

Tucson High Magnet School is proud to be a Nationally Certified Magnet school with two successful magnet strands. With a current total student enrollment of 3,223, magnet student enrollment totals 54% of our student population. Tucson High is a “program within a school” magnet school with two successful magnet strands: Fine and Performing Arts; and Natural Sciences.

The Tucson High Magnet School Fine and Performing Arts magnet strand consists of five Visual Arts teachers, two Drama teachers, ten music teachers, and four dance teachers. Our highly qualified and professionally affiliated Fine Arts faculty affords students opportunities to explore self-definition and self-validation. Presently 1,068 students attend THMS as Fine Arts magnet students.

The Tucson High Magnet School Science strand consists of 20 teachers, offering the traditional high school Science classes, and further offers Science classes not offered elsewhere. The THMS Science strand includes numerous Advanced Placement, Honors, and college dual-enrollment offerings as well as multiple partnerships with the University of Arizona, Raytheon Engineering, Banner Hospital, etc. These classes provide students opportunities to address eternal and evolving questions. Presently 671 students attend THMS as Science magnet students.

In 2019, Magnet Schools of America (MSA) awarded Tucson High Magnet School the “Magnet School of Excellence” award and named Tucson High a Nationally Certified Magnet School by MSA after a yearlong application process. Tucson High was recognized as a “Magnet School of Distinction” by MSA. These awards were determined by Tucson High’s academic achievement, innovative curriculum, community and family partnerships, college and career readiness, and its integrated status.



| <b>PROGRAMS</b>                                     |                    |  |                            |   |               |  |            |                            |                                    |  |  |  |                      |
|---|--------------------|--|----------------------------|---|---------------|--|------------|----------------------------|------------------------------------|--|--|--|----------------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |                    |  |                            | <b>OTHER PROGRAMS</b><br>Check any/all that apply |               |  |            |                            |                                    |  |  |  |                      |
| <b>X</b>  | <b>School Wide</b> |  | <b>Targeted Assistance</b> | <b>X</b>  | <b>Magnet</b> |  | <b>SIG</b> | <b>ELL and Special Ed.</b> | <b>Targeted School Improvement</b> |  | <b>Comprehensive Support &amp; Improvement</b> |  | <b>D or F Status</b> |

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                               |                                  |                                  |                                  |                                  |                               |
|--|-------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|
|  | <b>Feb. 15, 2020</b>          | <b>Oct. 9, 2020</b>              | <b>Dec. 18, 2020</b>             | <b>March 12, 2021</b>            | <b>May 21, 2021</b>              | <b>TBD</b>                    |
|  | <b>Magnet Plan Submission</b> | <b>Quarter 1 Progress Review</b> | <b>Quarter 2 Progress Review</b> | <b>Quarter 3 Progress Review</b> | <b>Quarter 4 Progress Review</b> | <b>Review of 2020 AzMERIT</b> |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

**GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, TUCSON HIGH MAGNET SCHOOL WILL REMAIN INTEGRATED OR MAKE PROGRESS TOWARDS INTEGRATION.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

**GOAL 2: TUCSON HIGH MAGNET SCHOOL WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

### **Academic Quality Measures:**

#### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

#### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

**Current Status:** <Updated by District with 100<sup>th</sup> Day Data in fall of 2020>

**Objective:** Continue to recruit all students, with a focus on increasing the non-Latino student population.

**Integration Indicator: Integration of Diverse Student Population**

**Actions to Address Integration Indicator and to Achieve Goal(s):**

**District Initiated and Supported:**

- Attend District recruiting events to encourage enrollment and to increase a diverse student population.
- The District Communication Department will provide marketing materials appropriate to support the school's branding and activities. Materials include banners, posters, brochures, and other school specific materials.
- Tucson High Magnet School will continue to maintain integration level by recruiting students from targeted TUSD middle schools, charter schools and private schools with a focus on the targeted demographic populations.

**Magnet Department Initiated and Supported:**

- Magnet Open House will be held in fall of 2020 and advertised to all TUSD and non-TUSD 8<sup>th</sup> grade families; teachers, counselors, student leaders and administration on site. This event is overseen by Magnet Coordinator and Magnet Counselor.
- New Student Information Night for incoming students to assist with course selection; teachers, student leaders, counselors and administration on site. This event will be held in February 2020 and is overseen by the Magnet Coordinator and Magnet Counselor.
- Semester Theme Visibility Walkthroughs will continue to provide feedback regarding how the magnet theme throughout the school could be enhanced.
- Assistant Curator supports recruitment and retention by maintaining the 3,500 square foot gallery and 60 display case. The Assistant Curator further increases theme visibility by keeping magnet themed student work relevant and current.

**Critical Focus Area: Recruitment and Retention****Critical Focus Area Action Steps:**

1. Magnet Coordinator and Magnet Counselor will attend TUSD middle and K-8 High School Information Nights (emphasis on targeted middle schools that will assist in USP integration goals).
2. Magnet Coordinator and Magnet Counselor will attend private and charter K-8 schools High School Information Nights (emphasis on targeted charters and private schools that will assist in USP integration goals).
3. Magnet Coordinator and Magnet Counselor will give tours to all families interested in a private or small group tour of Tucson High Magnet School
4. Magnet Coordinator and Magnet Counselor will schedule tours upon request by counselors from middle and K-8 schools. These tours familiarize incoming 9<sup>th</sup> graders who cannot attend private tours, Magnet Open House, or New Student Information Night.
5. Magnet Coordinator and Magnet Counselor will schedule classroom workshops at targeted middle schools conducted by Fine Arts and Science teachers.
6. Magnet Counselor and Magnet Coordinator help retain Magnet students by being the first point of contact for all Magnet students new to Tucson High Magnet School. In doing so, this creates an individualized relationship for families that are overwhelmed by the size of the school.
7. Magnet Counselor will preemptively assure proper classroom placement in Magnet strand levels by working diligently with the Master Schedule and course selection process of Magnet students.
8. Magnet Counselor will communicate with individual families, middle schools and charter schools about course selection process, High School credit information, and transfer credits through information nights and individual communication.
9. Magnet Counselor will build student educational plans with Magnet students to best meet their needs for post-secondary plans.

10. Magnet Counselor will collaborate with Magnet teachers on programs individualized needs for the success of Magnet student achievement.
11. Magnet Counselor will communicate with Magnet students and families on crisis interventions for transitional students in need.
12. Magnet Counselor will build academic relationships with Magnet students through high visibility in classrooms and Magnet events.
13. Magnet Counselor will support the goals of the counseling department by assisting with all grade; college and career classroom lessons, and encouraging ALE practices in course selection through interactions with Magnet students

**Evidence of Progress**

- 40<sup>th</sup> AND 100<sup>th</sup> day data
- Magnet Reports

**GOAL 2: ACADEMIC QUALITY**

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | XX % of 10 <sup>th</sup> grade students met the proficiency level on the 2020 AzMERIT; XX% below / above the district proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 10 <sup>th</sup> grade students will increase XX%, moving from XX% proficient to at least XX% in 2020-21                   |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | XX % of 10 <sup>th</sup> grade students met the proficiency level on the 2020 AzMERIT; XX% below / above the district proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | Math achievement for 10 <sup>th</sup> grade students will increase XX%, moving from XX% proficiency to at least XX% in 2020-21                 |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement 10 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.        |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 10 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement 10 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.                   |
|                         | 2020-21 SY<br>Goal     | Math achievement for 10 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |

**HISPANIC PROFICIENCY RATES**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 10 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.  |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 10 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 10 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 10 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |

## B. Actions to Improve Academic Quality

### Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>

Tucson High Magnet School has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

#### SIAP Principle 2: Effective Teachers and Instruction (Indicator 2.3, 2.4, and 2.7)

**SIAP Indicator 2.3 Based on all available student data, teachers intentionally plan instruction that supports every student in meeting rigorous learning goals including differentiated instruction.**

#### **Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

##### **District Initiated and Supported:**

- School City resources will be utilized to assess student learning and to inform instruction.
- Through the Train the Trainer model, a math teacher will take part within the Math Curriculum Development; this teacher will then train our math department on the content developed at the District Level.
- MTSS Tier I interventions will be provided by our MTSS facilitator who refer students to MTSS as a means of support for students who are struggling academically.
- Formal Formative student assessment information/data analyzed within Professional Learning Communities –Collaborative Teacher Teams (PLC-CTTs).
- Development of common formative assessments through School City (Math, ELA, Social Studies); teachers will administer formative assessments for every 3-5 objectives taught.



- Technology Teacher Liaisons (TTLs) and Data Instructional Coach to provide professional development and individual meetings for student data retrieval and analysis.

**Magnet Department Initiated and Supported:**

- Magnet themed best practices posted in classrooms and reflected in lesson plans and evaluations. Magnet Coordinator monitoring through classroom walk-throughs.
- Magnet allocations used for teacher instructional resource and aid to support student success

**Title 1 Initiated and Supported:**

- District Semester walk-through with specific feedback from District officials; this will be disseminated to teachers.
- Incorporate Response to Intervention (RTI) classes within ELA w/Title I monies as well as maintain RTI math classes in Algebra and Geometry.
- Math Pathways and Pitfalls implemented for ELD and ExEd students.
- Exceptional Education and ELL Trainings incorporated at ILA to ensure IEP and ELL accommodations are being met and implemented into lesson plans.

**Critical Focus Area: Planning and implementing classroom instruction to meet the needs of all students.**

**Critical Focus Area Action Steps:**

1. Teachers will develop and implement daily lesson plans that include a learning objective (action and content) and instruction (information, activities, question and discussion, responses, and assessment) aligned to the standard.
2. Curriculum Service Providers and the IDIS will provide professional development on cultural relevant practices including equitable access to classroom dialog.
3. Teachers will use a variety of assessments (informal and formal) during Tier 1 instruction to inform instruction tht supports student achievement.

4. Teachers will plan reteach lessons, small group and individual support from the data of formal formatives to ensure that all students reach proficiency on the objectives being taught.

**Evidence of Progress**

- Walk-throughs Logs and Data
- Classroom Assessments
- Lesson Plans
- Re-teach Lessons

**SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.****Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:****District Initiated and Supported:**

- Curriculum Service Providers, IDIS and MTSS will continue to partake in CIPDA and return to campus to provide PD for teachers in addition to classroom observations ensuring these strategies are being implemented.
- Culturally Responsive Practices Training to continue and be embedded within lesson plans and instructional practices (SPARKS).
- Meetings with teacher mentors and evaluator to reinforce the teacher expectations of goals and objectives.
- Lesson Plans that are collected quarterly and looked over by ILT Team and Evaluator (objectives/outcomes, differentiation techniques, form of assessment, question, discussion techniques, etc.)
- Instructional leaders will perform classroom Observations and Walk-throughs to gather evidence with differentiation strategies, group collaborative activities, 3b Questioning and Discussion Techniques, and a continuum of options for student learning.
- Collection of teacher syllabi at start of the year- policies and procedures of classroom environment, expectations and grading policies.

**Magnet Department Initiated and Supported:**

- Allocations for Professional Development and Consultants with emphasis on narrowing the achievement gap.
- Summer work opportunities for PLC- CTTs to develop lesson plans that are culturally relevant and include the Magnet Themes.
- Teachers will continue to integrate the Magnet Themes within their units of study and lesson plans. This is supported through the work of the PLC-CTTs and professional development.

- Magnet Coordinator, IDIS, and Magnet Counselor will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.

**Title 1 Initiated and Supported:**

- The District’s Support & Innovation Team (Title 1) along with the Magnet Department will gather classroom instruction trend data to identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.

**Critical Focus Area: Structure Systems for Monitoring Daily Instruction**

**Critical Focus Area Action Steps:**

1. Teachers will develop daily lesson plans and access to the plans will be available at all times in the classroom for checks during classroom walkthroughs.
2. Instructional leaders will schedule classroom walk-throughs with brevity and frequency to identify teacher strengths and areas for growth.
3. Timely feedback with action steps for adjustment and improvement of quality Tier 1 instruction will be provided to teachers after classroom walkthroughs.
4. Instructional Coaching provided by ELA and Math CSP (lesson planning, 3b Questioning and Discussion Techniques, CFAs, classroom management, Tier I instruction.)
5. Coaching and Mentoring provided by CSPs to first year and teachers on a plan of improvement per formal evaluation results

**Evidence of Progress**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Walkthrough Logs</li> <li>• Pre and Post Teacher Conferences</li> </ul> | <ul style="list-style-type: none"> <li>• Student Artifacts</li> <li>• Evidence of bite-size adjustment or strategies from feedback evident in teacher instruction</li> </ul> |
|--|--|

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professionals to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- MTSS Facilitator meets bi-weekly for grades 9-10 and 11-12 to create academic plans that develops Tier II interventions while supporting that teacher with those interventions through monitoring and classroom observations.
- 
- IXL Programs to support interventions for freshmen students.
- Data Analysis with District Assessment and Evaluation Department.
- Instructional Data Intervention Specialist will engage in data talks with teachers for ACT, AZM2, and benchmark data.
- Student Success Specialist (SSS) meets with families and students to encourage enrollment in more rigorous Advanced Learning Opportunities such as AVID, Advanced Placement, Honors, and GATE courses and communicating these interests to teachers.
- Teachers will engage in peer observations to identify instructional or classroom management strategies that enhance their practices.
- Consultants will continue to support teachers on strategies that address narrowing of achieving gap.
- Teacher Technology Liaisons and Data Instructional Coach to provide PD and individual meetings for student data retrieval and analysis of student data, i.e. formal formatives and benchmark data
- 
- Instructional Council Semester Presentations of District Benchmark Results.

**Magnet Department Initiated and Supported:**

- Assistant Curator creates and curates exhibitions that enhance current curriculum, i.e. Black History Month, 9/11 remembrance, Holocaust units, student work, etc.

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

**Title 1 Initiated and Supported:**

- Allocation for RTI courses for math and ELA student achievement support.
- Vocabulary.com program used for ELL/ELD Learners to increase reading and literacy skills.
- Tutoring for students in math and ELA
- Math Pathways and PitFalls
- Exceptional Education and ELL Trainings to ensure IEP and ELL accommodations are being met and implemented into lesson plans.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**Critical Focus Area Action Steps:**

1. Student Success Specialists perform data talks with populations affected by the achievement gap (African American, Native American, and Latin X); scores from middle school and 9-11 grades.
2. MTSS coordinator, counselors, and SSS in identifying students not being referred by a content teacher to ensure services for interventions, advocacy and empowering them to utilize resources here on campus.
3. Teachers to perform data talks with students to review their data and areas for improvement.
4. CSPs provide professional development training on quality Tier 1 instruction and access to student prior knowledge.
5. Data Interventionist to identify students for Math Pitfalls and Pathways and IXL program who have been identified as CUSP students and below proficiency in performance.

**Evidence of Progress**

- Lesson Plans
- Student Assessment Data
- Student Data Reviews Logs
- Peer Observation Logs
- Student Artifacts
- Teacher Evaluation Documentation

**Critical Focus Area 2 : High Functioning Professional Learning Communities Collaborative Teacher Teams**

**Critical Focus Area Action Steps:**

1. Continue Professional Learning Communities and Collaborative Teacher Teams (PLC-CTTs) meet every week during Wednesday PD time. Additional time for PLC-CTTs to meet is offered on Mondays.
2. Teachers will work with CSPs and Data Interventionists on assessment data and training on data driven instruction.
3. PLC - CTTs will plan and implement next steps for student intervention and enrichment.
4. PLC-CTTs will develop lesson plans that reveal alignment to curriculum mapping and standards.
5. PLC - CTTs will incorporate Culturally Relevant Instruction (SPARKS rubric) and THMS Magnet Themes in Lesson Plans.

**Evidence of Progress**

- PLC minutes and Sign-in sheets
- Department Presentations of Data
- Classroom observations/walk-throughs
- Coaching and Mentoring schedule and feedback
- Parent Communication and documentation of Tier I interventions
- Provide disaggregated data for teachers (benchmarks/CFAs)

**SIAP Principle 4: Effective Curriculum (Indicator 4.4)****SIAP Indicator 4.4 Our written curricula accommodates the needs of all learners.****Actions to Address Integration Indicator and to Achieve Integration Goal and Objective:****District Initiated and Supported:**

- Professional Development /Training offered from Exceptional Education and Language Acquisition to support diverse learners and special education students.
- Curriculum includes Multi-Tiered Systems of Supports (MTSS)
- 21<sup>st</sup> Century classes/program and intervention (remediation and enrichment) are provided to all students.
- Restorative Practices are implemented to provide positive behavior supports to all students as an alternative to suspension.
- Teachers will meet in PLC Collaborative Teacher Teams to plan lessons that provide opportunities for students to personally connect with curriculum through use of culturally relevant materials.

**Magnet Department Initiated and Supported:**

- CSPs, IDIS, and the Student Success Specialist support teachers with identifying the needs of learners and how to accommodate those needs.
- Magnet Coordinator walkthroughs to collect magnet theme integration of the curriculum and to determine support needed.

**Title 1 Initiated and Supported:**

- Positive Behavior and Supports System.
- Response to Intervention classes.

**Critical Focus Area: Curriculum is planned to meet the needs of all learners.**



**Critical Focus Area Action Steps:**

1. Teachers will use the District Curriculum and Scope and Sequence to ensure the proper progression of content learning.
2. Teachers will offer opportunities for extension and remediation of learning as a result of formal formatives and benchmark assessments.
3. Professional development will continue to support teachers with developing lesson that incorporate culturally relevant strategies.
4. Teachers will integrate the magnet theme in their unit and lesson planning.
5. Instructional leaders will support teachers to continue to analyze achievement gap data and plan curriculum that will address the gaps.

**Evidence of Progress**

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Teacher Lesson Plans</li> <li>• Attendance sign in sheets for trainings/PD</li> <li>• Student Data</li> <li>• Benchmark Data Analysis</li> </ul> | <ul style="list-style-type: none"> <li>• Walk-through data</li> <li>• Student Surveys</li> <li>• District Curriculum and Scope and Sequence</li> <li>• RTI Student Rosters</li> </ul> |
|---|---|

**SIAP Principle 6: Family and Community Engagement (Indicator 6.2)****Family Engagement Objectives:**

- By the end of the 2020-2021 SY, 30% of families will have participated in a meeting/conference to update them on their child's academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher. Data from the 2018-19 SY Quality Survey indicate 93.47% Parent/Guardian overall satisfaction.

**SIAP Indicator 6.2: Our school engages in ongoing, meaningful and inclusive communication among families, communities, and school****Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:****District Initiated and Supported:**

- Lines of communication among all education stakeholders are established.
- School programs and learning opportunities are communicated to parents and students.
- Mode of communication is provided in different languages for a broader community outreach and to enhance family understanding.
- Engage more parents in PTA through Facebook Live.
- Maintain and update Tucson High Website with current information on a regular basis.

**Magnet Department Initiated and Supported:**

- Assistant curator creates magnet themed art exhibits and display cases (over 60) demonstrating how magnet themes are integrated throughout all programs; this includes preparation for recruitment events (i.e. magnet open house, new student night, Fine and Performing Arts fundraiser, Top Twenty-Five, Student of the Quarter events).

- Assistant curator creates consistent relationships with Tucson High Alumni arranging speaking opportunities to appropriate classes.
- Family outreach to display and showcase art and cultural exhibits that enhance curriculum and reflect magnet themes within our 3500 square foot gallery.
- Magnet Coordinator will collaborate with the Family Support Liaison, Community Rep. or other site-based employees to coordinate efforts for parent, community, and partnership engagement.
- Communicating (Magnet Open House/New Student Information Night) Prospective families are given opportunities to tour campus and speak with teachers, counselors and administration regarding enrollment at Tucson High Magnet School.

**Title 1 Initiated and Supported:**

- Title I training continuous with Joyce Epstein's *Six Types of Family Involvement*
- Administration of Family Engagement Surveys
- Family events, expos, workshops, and outreach.
- Guidance Counselor supports Family and Community activities.

**Critical Focus Area:**

**Critical Focus Area Action Steps:**

1. **Decision Making-** Student Success Specialist works with administration to advocate for more non-exclusionary discipline practices for any underrepresented students.
2. **Learning at Home-** SSS works with teachers to gain cultural understanding and provide them with information that can help the African American Students be successful including participation in parent teacher conferences, IEP meeting, and serve as a mediator for parents as a liaison.

3. Increase number of family outreach opportunities on campus working with family liaison and Magnet Counselor and SSS.
4. **Parenting/Communication-** Continue using all medium to keep parents informed and up to date on school events, academic opportunities and family events both at District and School.
5. **Parenting/Communication-** Make all information accessible through meaningful access for all families (website, Parent Link, Newsletter, etc.).
6. **Collaborating with the Community-** Our Student Success Specialist, Magnet Counselor and Family Liaison to continue to partner with community partnerships (University of Arizona, Pima Community College, Delta Gems, Barbea Williams Performing Company, and TEEM (Tucson Educational Empowerment for Minorities).
7. **Parenting and Decision Making:** CCRC and Counselor to offer workshops about colleges, financial aid, and post-secondary opportunities.
8. **Volunteering/Parenting-** working with PTA and increasing volunteer opportunities on campus.

**Evidence of Progress**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Sign -in sheets for all events</li> <li>• Surveys from students, parents, and teachers</li> <li>• Annual evaluation of all extra-curricular activities is conducted (Athletics/Clubs)</li> </ul> | <ul style="list-style-type: none"> <li>• Posters and Visuals of Parent Services posted throughout the school including upcoming events</li> <li>• Posting of ILA/Magnet Plans on Website</li> <li>• Increased parent volunteering</li> </ul> |
|---|--|

## TUCSON HS BUDGET AND STAFFING

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 23.2 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Instructional Data and Intervention Specialist (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.5 FTE Assistant Curator (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.0 FTE Magnet Counselor (910G, 202)
- 5.0 FTE Guidance Counselor (M&O)
- 1.0 FTE Library Media Specialist (M&O)
- 1.4 FTE College and Career Readiness Coordinator (910G, other)
- 0.6 FTE College and Career Readiness Coordinator (CTE)
- 1.0 FTE Student Success Specialist (Title 1)
- 3.0 FTE Teachers (Title 1)
- 1.0 FTE Guidance Counselor (Title I)
- 1.0 FTE Dean of Students (Title 1)
- 1.0 FTE Curriculum Service Provider (Title 1)
- 1.0 FTE MTSSF (910G, other)
- 1.0 FTE RPPF (910G, other)
- 1.0 FTE Social Worker (910G, other)

| <b>Tucson High School Magnet Deseg Budget</b>          |                         |   |  |
|--|-------------------------|---|--|
| <b>Description</b>                                     | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>Magnet Plan Principle #:</b>                                  |
| 23.2 FTE Magnet Teachers                               | \$1,110,000             | To maintain a wide range of course offerings that attract students to THMS, continue to fund 23.2 FTE in Fine/Performing Arts and Science   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Instructional Data and Intervention Specialist | \$50,000                | A Data Coach will work with school leaders and teachers to access, analyze, and collect relevant student achievement data to improve instruction across the curriculum. The Data Coach will also work with teams to align curriculum with assessments.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Magnet Coordinator                             | \$50,000                | According to the requirements of the USP, each magnet school must have a magnet coordinator. Recruitment events and academic achievement  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 0.5 FTE Assistant Curator                              | \$9,936                 | To increase theme visibility, an assistant curator will be in charge of keeping display cases current, increasing signage, and maintaining the gallery. This could be an individual or extended contractual day for multiple individuals.   | Integration:<br>Providing Diversity, Excellence and Equity       |
| 1.0 FTE Curriculum Service Provider                    | \$50,000                | A Curriculum Service Provider will support district initiatives and instructional goals, curriculum training and implementation, teacher development of professional knowledge and instructional skills improvement. This position will work with PLC-CTT groups to assess and utilize School City data within their curriculums. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Magnet Counselor                               | \$50,000                | Due to the increased enrollment projected due to the demand for our two Magnet strands, from both neighborhood and Magnet students, we need to ensure those students are supported. As we increase the number of ALE offerings and increase the integration of those offerings, we will use a                                     | 2: Effective Teachers and Instruction                            |

|   |          |  |  |
|---|----------|--|--|
|   |          | counselor who will meet with teachers to identify students who might be well suited for ALE offerings. The counselor will assist other counselors to support magnet students in all grade levels (registration, class scheduling, parent conferences, behavior and academic support). The magnet counselor will provide additional support to students and parents of students new to the THMS. The magnet counselor will ensure PBIS support throughout the year. The magnet counselor will also meet with support staff, community liaison, and African-American, Mexican-American, and Native American liaisons to review data and coordinate efforts to ensure students new to the program are supported. Strategic placement of students in intervention classes during the school day requires support of a magnet counselor who can carefully monitor student academic progress towards mastery, ensure that the correct students are receiving interventions and meets with students and parents to strengthen any academic needs. | 4: Effective Curriculum  |
| Substitute Teachers                                   | \$23,200 | Substitute pay for Magnet teacher sick leave   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Classified Hourly: Educational Enrichment Instructors | \$33,000 | Accompanist (3) / Educational Enrichment Instructor  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Family Engagement               | \$15,000 | Certified staff will be present during nightly events to increase family engagement and increase ethnic diversity, THMS will hold an annual Open House as well as a New Student Orientation night.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: PLC-CTT                         | \$16,724 | To continue to the work of PLCs-CTTs, teachers will participate in off contract PLC-CTT meetings. This time will be used to analyze student data in order to inform instructional decisions and address achievement discrepancies.   | 2: Effective Teachers and Instruction                            |

|                                |          |   |  |
|--------------------------------|----------|---|--|
|                                |          |   | 4: Effective Curriculum  |
| Stipend: Fine Arts             | \$10,000 | THMS has many extra duty assignments which are outlined in TUSD-TEA consensus which are not covered in the M & O budget. Therefore, these assignments must be paid for through magnet funds.            | Integration:<br>Providing Diversity, Excellence and Equity       |
| Certified Added Duty: PD       | \$10,000 | PD-off contract.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Planning | \$20,000 | Teachers will spend time during the summer creating cross-curricular lesson plans that support student achievement, theme development and address the needs of struggling students in math and English. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Supplies: Printing             | \$5,000  | THMS will print materials to use for recruitment. To increase theme visibility, supplies for signage and printing costs are essential.  | Integration:<br>Providing Diversity, Excellence and Equity       |
| Supplies: Recruitment          | \$5,000  | To increase ethnic diversity, THMS will continue to need supplies for recruiting visits at targeted middle schools and the community.   | Integration:<br>Providing Diversity, Excellence and Equity       |
| Supplies: PD                   | \$3,555  | Supplies for teachers and staff to use during PD.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |



|  |          |  |   |
|--|----------|--|---|
| Classroom Supplies   | \$20,000 | With no other source of funding, supplies are necessary to keep Magnet classrooms fully operational. These supplies include things like sheet music, manipulatives in science, published scripts, digital tapes and recording accessories.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Instructional Aids   | \$4,000  | Classroom resources.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Transportation   | \$500    | Targeted Middle School students need transportation to THMS in order to learn about, and participate in, our Magnet programs. We also need transportation to take our Fine and Performing Arts students to targeted Middle Schools and the community in order to perform and showcase THMS programs. Science students and groups will also be visiting Middle School to recruit for their programs. This will allow for guaranteed transportation for our Magnet programs. | Integration: Providing Diversity, Excellence and Equity   |
| Registration: Magnet Schools of America (MSA) National Conference Registration | \$1,800  | Travel, lodging, transfers and per diem will be provided for the 3 people traveling out of state to the MSA National Conference.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br><br>Integration: Providing Diversity, Excellence and Equity |
| Out of State Travel  | \$12,000 | Travel, lodging, transfers and per diem will be provided for the 3 people traveling out of state to the MSA National Conference.   | 2: Effective Teachers and Instruction   |

|                                |                    |  |   |
|--------------------------------|--------------------|--|---|
|                                |                    |  | 4: Effective Curriculum Integration: Providing Diversity, Excellence and Equity |
| Employee Benefits              | \$434,358          |  |   |
| <b>Total Budget 2020-21 SY</b> | <b>\$1,920,273</b> |  |   |
| <b>Total FTE:</b>              | <b>27.7</b>        |  |   |

| <b>Tucson High School Title 1 Budget</b> |                         |   |  |
|--|-------------------------|---|--|
| <b>Description</b>                       | <b>Sum of FY21 (\$)</b> | <b>Purpose</b>  | <b>SIAP/ Magnet Plan Principle #</b>   |
| 3.0 FTE Teacher                          | \$143,600               | Class Size of 27:1 is used to support differentiated instruction.   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum   |
| 1.0 FTE Guidance Counselor               | \$50,400                | Counselor is essential in supporting student achievement through academic and behavior intervention practices aligned with PBIS and MTSS, including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; providing activities to meet the needs of the students; consults w/teachers, staff and parents to enhance their effectiveness in helping students; provides support to other educational programs; conducts in-service programs for faculty, parents, and community members; Assists students and families w/ school related problems; conducts and facilitate conferences with teachers, students and parents; provides opportunities for parent education programs. | 2: Effective Teachers and Instruction<br>5: Conditions, Climate, and Culture<br>6: Family and Community Engagement |
| 1.0 FTE Dean of Students                 | \$38,900                | Dean of students supports student achievement through academic and behavior intervention practices aligned with PBIS and MTSS including participating in MTSS meetings; gathering of information regarding student academics and behavior and documenting it to support Tier II and Tier III interventions; Oversees the learning success of students as outlined in the Post Unitary Plan; coordinates student interventions for struggling learners; guides teaching practices to ensure student access for mastery of performance objectives.  | 2: Effective Teachers and Instruction<br>5: Conditions, Climate, and Culture                                       |
| 1.0 FTE Curriculum Service Provider      | \$52,087                | CSP is essential in supporting student achievement by assisting in overseeing the district's curriculum and instruction; linking teachers and other instructional staff with the resources and support they need including interventions to help students achieve in a standards-based system; trains   | 2: Effective Teachers and Instruction  |

|                                    |                  |   |  |
|------------------------------------|------------------|---|--|
|                                    |                  | and supports teachers in reading data and how to use it in planning and driving the district's curriculum and the school's Continuous Improvement Plan/IAP. | 4: Effective Curriculum  |
| 1.0 FTE Student Success Specialist | \$28,642         | Coordinates and develops student/family mentor programs to increase student academic and social achievement.  | 2. Effective Teachers and Instruction                            |
| Added Duty                         | \$11,300         | Added duty for certified staff to support student achievement and the work of PLC-CCTs.   | 2. Effective Teachers and Instruction<br>4: Effective Curriculum |
| Substitute Pay                     | \$3,000          | Substitute pay for Title 1 teacher sick pay.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| District Supplies                  | \$8,819          | District Supplies for school resources.   | 2: Effective Teachers and Instruction                            |
| Employee Benefits                  | \$103,186        |   |  |
| <b>Total Budget 2020-2021 SY</b>   | <b>\$439,934</b> |   |  |
| <b>Total FTE:</b>                  | <b>7.0</b>       |   |  |

**Tully ES Magnet School Plan 2020-2021 SY**  
**Magnet Theme: Gifted and Talented**  
**Principal: Sean Wilken**  
**Tucson Unified School District**

Tully Magnet Elementary School is an integrated school that earned the Arizona State letter grade of C during the 2019-20 SY. Tully magnet theme centers on GATE instruction that is designed to expand student’s thinking by providing lessons that offer depth and complexity in their everyday instruction.

All of our students participate in music, art, physical education, and ecological activities such as composting, and maintaining our garden as part of their school day. We offer a plethora of programs that reinforce lessons taught in school with tutoring math and ELA, gardening, student council, and track to name a few. Alongside our academic curriculum, our students also receive exposure to social-emotional programs through Sanford Harmony lessons and Positive Behavior Intervention and Supports (PBIS). Sanford Harmony is a teaching program that cultivates strong classroom relationships between all students. The goal of Harmony is to incorporate specialized teaching strategies into classroom activities in an effort to reduce bullying, and help develop the youth into tolerant, compassionate, and caring adults for the future. PBIS improves social, emotional and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

| <b>PROGRAMS</b>                                     |                    |  |                            |   |               |  |            |          |                                    |  |  |  |                      |
|---|--------------------|--|----------------------------|---|---------------|--|------------|----------|------------------------------------|--|--|--|----------------------|
| <b>TITLE 1 PROGRAM TYPE</b><br>Please indicate type |                    |  |                            | <b>OTHER PROGRAMS</b><br>Check any/all that apply |               |  |            |          |                                    |  |  |  |                      |
| <b>X</b>  | <b>School Wide</b> |  | <b>Targeted Assistance</b> | <b>X</b>  | <b>Magnet</b> |  | <b>SIG</b> | <b>X</b> | <b>Targeted School Improvement</b> |  | <b>Comprehensive Support &amp; Improvement</b> |  | <b>D or F Status</b> |
|   |                    |  |                            |   |               |  |            |          |                                    |  |  |  |                      |

|  |  |  |  |  |  |  |  |  |  |                                     |  |  |  |
|--|--|--|--|--|--|--|--|--|--|-------------------------------------|--|--|--|
|  |  |  |  |  |  |  |  |  |  | <b>Students w/<br/>Disabilities</b> |  |  |  |
|--|--|--|--|--|--|--|--|--|--|-------------------------------------|--|--|--|

| <b>TIMELINE FOR PLAN SUBMISSION AND MONITORING</b> |                                  |                                  |                                  |                                  |                               |  |
|--|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|--|
| <b>Feb. 15, 2020</b>                               | <b>Oct. 9, 2020</b>              | <b>Dec. 18, 2020</b>             | <b>March 12, 2021</b>            | <b>May 21, 2021</b>              | <b>TBD</b>                    |  |
| <b>Magnet Plan Submission</b>                      | <b>Quarter 1 Progress Review</b> | <b>Quarter 2 Progress Review</b> | <b>Quarter 3 Progress Review</b> | <b>Quarter 4 Progress Review</b> | <b>Review of 2019 AzMERIT</b> |  |

## **GOALS FOR MAGNET SCHOOL EFFECTIVENESS**

### **GOAL 1: BY THE 40TH DAY OF THE 2020-21 SY, TULLY WILL REMAIN INTEGRATED.**

**Integration Measure:** a school is “Integrated” when no racial or ethnic group exceeds 70% of the student population and all racial or ethnic groups are within +/- 15% of the average for the relevant level (ES, MS, K8, or HS).

### **GOAL 2: TULLY WILL ENHANCE ACADEMIC QUALITY BY THE END OF THE 2020-21 SY, AS MEASURED BELOW.**

#### **Academic Quality Measures:**

##### *Academic Performance (All Students)*

1. Letter grade assigned to the school by the state. The state uses student performance on statewide standardized tests as a major consideration in determining these grades. Letter grades that are acceptable are A and B.

##### *Academic Performance (African American and Latino Students)*

2. Whether the state test scores for African American and Latino students in a particular school exceed the average test scores of African American and Latino students in schools throughout the district with similar grade structures (e.g. K-5)
3. The size of the achievement gap in mathematics and English language arts (ELA) comparing test scores of white students to those of African American and Latino students.
4. The extent to which the school has narrowed or eliminated achievement gaps.
5. Improvement in passing scores on state tests for African American and Latino students.

**GOAL 1: INTEGRATION (Providing Diversity, Excellence, and Equity)**

|  |
|--|
| <p><b>Current Integration Status:</b> &lt;Updated by District with 100<sup>th</sup> Day Data in fall of 2020&gt;</p> <p><b>Objective:</b> Continue to recruit all students.</p>  |
| <p><b>Integration Indicator: Integration of Diverse Student Population</b></p> <p><b>Actions to Address Integration Indicator and to Achieve Goal(s):</b></p> <p><b>District Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Recruitment and marketing activities are planned and implemented by the District and the school.</li> <li>• The Communication Department will provide marketing materials appropriate to support the school’s branding and activities.</li> <li>• Tully will be included in the District-level deployment of commercial media including television, print, and social media.</li> </ul> <p><b>Magnet Department Initiated and Supported</b></p> <ul style="list-style-type: none"> <li>• Semester Theme Visibility Walkthroughs are conducted to ensure that the magnet theme is throughout the school environment. Develop quick-wins to create instant opportunities for growth with theme visibility.</li> </ul> |
| <p><b>Critical Focus Area: Recruitment and Retention</b></p> <p><b>Critical Focus Area Action Steps:</b></p> <ol style="list-style-type: none"> <li>1. The Magnet Coordinator will mail surveys to parents who live in the neighborhood that are not attending Tully, make personal contact, and provide information to these families by fall 2020.</li> <li>2. Tully staff will attend all recruiting events set by the magnet department, as well as other site-based recruiting events throughout the year.</li> </ol>   |



3. Leadership Team and Site Council will meet quarterly to engage stakeholders in shared decision making regarding recruitment and retention.
4. Principal, Magnet Coordinator, and other support staff will meet with the Magnet Department regularly to review data, plan school initiatives and recruitment.
5. Students are recognized three times per year for perfect attendance in school-wide assembly and for character through Student of the Quarter.
6. The Magnet Coordinator will follow up by making phone calls to preschools and to parents who are interested and give tours of school as requested.
7. Magnet Coordinator, principal, and other staff will present to the neighborhood preschools and attend community events to pass out brochures to interested families.
8. Magnet Coordinator and other staff will create recruitment events and attend those set up through the district and plan activities to attract families.
9. Magnet School Coordinator will document recruitment and retention efforts in a quarterly report, to be reviewed by the principal and submitted to the Magnet Department after quarterly benchmark assessments are analyzed.

**Evidence of Progress**

- Calendar of Events
- Synergy Reports/Magnet Reports
- Application Data/40<sup>th</sup> and 100<sup>th</sup> Day data
- School Surveys
- Meeting Agendas / Minutes
- IAP, Leadership Team, and Site Council Attendance

**A. Data Analysis, Trends, and Objectives**

**2020 SCHOOL LETTER GRADE: TBD**

**SCHOOL PROFICIENCY RATES: <Updated by District in July 2020>**

|                         |                        |   |
|-------------------------|------------------------|---|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade students was XX% proficiency; XX % above the district elementary school proficiency rate of XX%. |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.   |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students was XX%; XX% above the district elementary school proficiency rate of XX%.            |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.  |

**AFRICAN AMERICAN PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade AfAm students was XX% proficiency; XX% above the district AfAm elementary school proficiency rate of XX%.     |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.           |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students was XX%; XX% above the district AfAm elementary school proficiency rate of XX%.               |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade AfAm students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21. |

**HISPANIC PROFICIENCY RATES**

|                         |                        |  |
|-------------------------|------------------------|--|
| <b>ELA<br/>AzMERIT</b>  | Spring 2020<br>AzMERIT | ELA achievement for 3 <sup>rd</sup> -5 <sup>th</sup> grade Hispanic students was XX% proficiency; XX% above the district Hispanic elementary school proficiency rate of XX%.   |
|                         | 2020-21 SY<br>Goal     | ELA achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-20 to at least XX% in 2020-21.    |
| <b>Math<br/>AzMERIT</b> | Spring 2020<br>AzMERIT | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students was XX%; XX% above the district Hispanic elementary school proficiency rate of XX%.             |
|                         | 2020-21 SY<br>Goal     | Math achievement for 3 <sup>rd</sup> – 5 <sup>th</sup> grade Hispanic students will increase at least X%, moving from XX% proficiency in 2019-2020 to at least XX% in 2020-21. |

## B. Actions to Improve Academic Quality

**Comprehensive Magnet Plan Level of Support for 2020-21 SY: <To be determined by the District>**

Tully has identified patterns and trends through the ADE Comprehensive Needs Assessment (CNA) process to identify school strengths and weakness across six School Improvement Action Plan (SIAP) Principles. The following SIAP Principles are outlined in the Magnet Plan: Principle 2 Effective Teachers and Instruction, Principal 4 Effective Curriculum, and Principle 6 Family and Community Engagement. The lowest Indicators for each principle are addressed.

### SIAP Principle 2: Effective Teachers and Instruction (Indicators 2.4, 2.5 and 2.7)

#### **SIAP Indicator 2.4: Our teachers implement evidence-based, rigorous, and relevant instruction.**

##### **Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

##### **District Initiated and Supported:**

- Principal and school leadership team follow a structured system for monitoring daily instruction.
- My Learning Plan will track classroom visits to achieve inter-rater reliability among administrator and instructional specialists facilitating walkthrough visits.
- School PD calendar will support ongoing support for district initiatives (district supported with deployment of personnel and resources).
- Daily quality Tier 1 instruction to include research-based practices, such as EEI, and GATE strategies as evidenced in lesson plans and observations. Lesson plans will be available for review during classroom walkthroughs.
- The Teacher Evaluation Instrument (Danielson Framework) will be used to guide pre-conferences, evaluations, and post-conferences.

- Teachers will spend one school day, quarterly, for task analysis and planning for the upcoming quarter. This will include planning for differentiation to meet the needs of students who are below-level, and those who have demonstrated mastery of the grade-level objective.
- Teachers will be provided with ongoing professional development on quality Tier I instructional strategies and GATE strategies.
- Teachers will plan and implement Balanced Literacy and Daily 5 in all classrooms for ELA.
- Teachers will use pedagogical approaches that include culturally responsive instruction.

**Magnet Department Initiated and Supported:**

- The leadership team (principal, Magnet Coordinator, Curriculum Service Provider, teachers, and other key professional staff members) will develop, articulate, and monitor the Magnet School Plan that will include the school's critical focus areas, action steps, evidence, and responsibilities for each faculty and staff member.
- Magnet Coordinators will participate in Curriculum and Instruction Professional Development that is designed to train the trainer. Magnet Coordinators will be responsible to provide the information to their school site and to support teachers with the implementation of best practices on the topics presented.
- Continue to work with a GATE Consultant to implement GATE Strategies and to provide PD to the staff on these strategies.
- Work with GATE consultant on implementation of a Proposed Strategic Plan prepared especially for Tully. This will include monthly PD on the implementation of one new gifted strategy a month to the faculty and staff to implement.

**Title 1 Initiated and Supported:**

- The District's Support & Innovation Team (Title 1, Magnet Department, and Regional Leadership) will gather classroom instructional trend data each semester that will identify strengths and refinements. Next steps will be determined and an action plan will be developed to address needs and or to provide enrichment.

**Critical Focus Area: Structured Systems for Monitoring Daily Instruction**

**Critical Focus Area Action Steps:**

1. Teachers will develop and implement lesson plans that are aligned to the District’s Scope and Sequence that include the learning objective, one engaging activity, and an exit ticket.
2. Teachers will post and communicate the daily learning objective as identified in the District’s curriculum units.
3. Teachers will ensure that checks for understanding are implemented during Tier 1 instruction.
4. Teachers will meet with students regularly to set goals and review progress.
5. Teachers will implement quality Tier 1 instruction to include research-based practices, such as EEI, and GATE strategies as evidenced in lesson plans and observations.
6. Principal, Curriculum Service Provider, and Magnet Coordinator will support classroom instruction through a bi-weekly observation and coaching cycle.

**Evidence of Progress**

- Lesson Plans
- Classroom Walkthrough Log

**SIAP Indicator 2.5: Our teachers have a strong understanding of types of assessment.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Benchmark Data and AzMERIT Data is provided in a user friendly format report.
- School City platform is used to create formative assessments and to provide immediate data results that are used to support student learning.

**Magnet Department Initiated and Supported:**

- Magnet Coordinator and the Curriculum Service Provider will focus on teacher knowledge and use of different assessment types during classroom walkthroughs and Professional Learning Community (PLC)-Collaborative Teacher Team (CTT) meetings.

**Critical Focus Area: Structured Systems for Monitoring Daily Instruction**

**Critical Focus Area Action Steps:**

1. PLC - Collaborative Teacher Teams develop common formative assessments to measure student understanding and to inform instruction.
2. Teachers will be provided resources and strategies on how to use a variety of differentiated, in-the moment, checks for understanding and in class assessments to insure individual student progress with the lesson objective being taught. These strategies will be implemented during classroom instruction and monitored by the Leadership Team (CSP and principal).

3. Teachers will use District benchmark assessment to support item analysis, standards-level analysis and student achievement. Data analysis will inform instruction that includes re-teaching, small group work and individual one-on-one student support.
4. Classroom observations will focus on teachers' understanding and use of informative assessments, such as checking for understanding, short quizzes.

**Evidence of Progress**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Common Formative Assessments</li> <li>• Benchmark Assessments and AzMERIT data</li> <li>• Data Analysis Protocols</li> <li>• Observation Logs</li> </ul> | <ul style="list-style-type: none"> <li>• PD – Coaching support materials for informal and formative assessment strategies.</li> <li>• Lesson plans with Exit Tickets or other types of closure formal formatives.</li> </ul> |
|---|--|

**SIAP Indicator 2.7: Our teachers collaborate with other teachers, administrators, parents, and education professional to ensure the success of all students.**

**Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:**

**District Initiated and Supported:**

- Offer intervention/supplemental services (Math/ELA) during the school day to support students through Tier 2/3 instruction.
- Teachers will use pedagogical approaches that include culturally responsive instruction.
- Use structured systems for monitoring the efficiency and effectiveness of PLC Collaborative Teacher Teams.
- Teachers use Guided Reading, small-group instruction for ELA; Tier 2/3 students meet daily for guided reading lessons.
- Language opportunities providing Sheltered English Language development and visual models will be provided to support all students including recently reclassified ELD strategies through delivery of quality Tier 1 instruction.



- Teachers will utilize district benchmark assessment data to identify students that require additional instruction or Tier 2 support and to plan for re-teaching.

**Magnet Department Initiated and Supported:**

- The principal and Magnet Coordinator will meet with the Magnet Department at least once a quarter to discuss observational findings of PLC Collaborative Teacher Teams, including strengths and refinements. Next steps will be developed for implementation and monitored by the principal and Magnet Coordinator.

**Title 1 Initiated and Supported:**

- Reading and math interventionist support individual student's needs to ensure student achievement.
- Teacher Assistants support Tier 1 small group instruction in classroom.

**Critical Focus Area 1: Intervention and Supplemental Tier 2 Services (Math and ELA)**

**Critical Focus Area Action Steps:**

1. Math Specialist and reading interventionist will provide supplemental Tier 2 and Tier 3 interventions in collaboration with classroom teachers. Students in need of Tier 2 and Tier 3 instruction will receive consistent targeted interventions. Students will be assessed regularly to determine progress and adjustments.
2. Students classified as Tier 2 and Tier 3 will be targeted for after school academic services as designated by the school's 21st Century Community Learning Center.
3. Tier 2 and Tier 3 students will have progress monitored through evaluation of progress monitoring data trackers, common formative assessments, district benchmarks and state assessments.
4. Tier 2 and Tier 3 students will meet daily for guided reading lessons and small group targeted math instruction with interventionist teacher.

5. MTSS team will meet regularly to review student data and performance and analyze effectiveness of interventions and suggest additional interventions to support student learning.

#### **Evidence of Progress**

- Master Schedule
- Guided Reading Group
- MTSS Schedule and Meeting Notes
- Student achievement Data

#### **Critical Focus Area 2: Highly Functioning Professional Learning Communities Collaborative Teacher Teams**

##### **Critical Focus Area Action Steps:**

1. PLC Collaborative Teacher Teams (CTTs) will meet weekly, during the school day, for a 90-minute block.
2. PLC-CTTs will establish pacing calendars, create common formative assessments and review the data, discuss instructional strategies, set goals and maintain a PLC-CTT notes and Data binder.
3. PLC-CTTs will use the results from common formative assessments to share and to develop more effective instructional strategies and to plan for re-teaching so that all students show mastery.
4. PLC-CTTs will share effective instructional strategies and plan to use these strategies for re-teaching standards where students have not reached mastery.
5. PLC-CTTs will design rigorous extension activities and choice menus to ensure that all students are given an opportunity to receive instructional experiences relevant to their interests and skill level.
6. PLC-CTTs will collaborate with Exceptional Education resource teachers and interventionists to do design activities and instructional strategies for both below-level and above-level students.
7. The principal and CSP will guide and monitor PLC-CTTs, including review of common formative assessment data and strategies for intervention and enrichment.

|  |   |
|--|---|
| <b>Evidence of Progress</b>  |   |
| <ul style="list-style-type: none"> <li>• PLC-CTT Schedule/Agendas/Minutes</li> <li>• PLC-CTT Binders and Data Notebooks</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson Plans and Unit Plan Aligned to TUSD Curriculum</li> </ul> |

**SIAP Principle 4: Effective Curriculum (Indicator 4.2)**

|  |
|--|
| <b>SIAP Indicator 4.2: Our written curricula align with the AZ State Standards and English Language Proficiency Standards, when appropriate, for all content areas.</b>  |
| <b>Actions to Address SIAP Indicator and to Achieve Academic Goals and Objectives:</b>   |
| <p><b>District Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Teachers will implement the TUSD Curriculum and follow the Scope and Sequence with fidelity.</li> <li>• Teachers will meet in PLC-CTTs to plan lessons that provide opportunities for students to connect with curriculum through use of culturally relevant materials.</li> </ul> <p><b>Magnet Department Initiated and Supported:</b></p> <ul style="list-style-type: none"> <li>• Curriculum Service Provider and Magnet Coordinator will provide PD for teachers to ensure teachers know how to access and implement TUSD Curriculum.</li> <li>• Teachers will create activity menus that offer choice for all students with theme related activities.</li> </ul> |
| <b>Critical Focus Area: Plan and implement the TUSD Curriculum for all grade levels and content areas.</b>   |
| <b>Critical Focus Area Action Steps:</b>   |

1. District pacing guides will be used when planning units for instruction and daily lesson plans to ensure alignment to the TUSD Curriculum and scope and sequence.
2. Teachers will review unpacked highly-leveraged standards to support lesson planning/implementation of TUSD curriculum
3. Teachers will create a variety of activities related to the core curriculum that provide choice, and depth of complexity.
4. Instructional leaders will monitor the implementation and alignment of the TUSD Curriculum.
5. PLC-CTTs will meet weekly to plan instruction aligned to TUSD Curriculum and implement curriculum standards with fidelity.
6. Instruction leaders will work with teachers in their planning and daily instruction to ensure alignment.

**Evidence of Progress**

- Lesson Plans
- Common Formative Assessments
- Walkthrough Data
- PLC-CTT Binders and Data Notebooks
- TUSD Curriculum /Unpacked Standards
- School Task Analysis Guides

### **SIAP Principle 6: Family and Community Engagement (Indicator 6.1)**

#### **Family Engagement Objectives:**

- By the end of the 2020 – 2021 SY, 70% of families will have participated in a meeting/conference to update them on their child’s academic and/or behavioral progress and to learn from families how best to meet the needs of their student.
- Parent/Guardian strongly agree and agree responses on overall satisfaction in the 2020-2021 TUSD School Quality Survey will be 90% or higher.

#### **SIAP Indicator 6.1: Our staff creates and maintains positive, collaborative partnership among families, communities, and schools to support student learning.**

#### **Actions to Address SIAP Indicator and to Achieve Family Engagement Objectives:**

##### **District Initiated and Supported:**

- Tully will hold at least three family and community events that utilize resources and services for families, students, and the school with colleges and universities, businesses, agencies, and cultural and civic organizations.
- Families will be included as participants in school decisions, governance, and advocacy through Site Council.

- Tully will coordinate resources to support students and families with basic needs.
- Tully principal and leadership team will establish lines of communication to families, community members, and organizations.
- Staff will develop and use social media structures to connect with students and families.
- Parents will be welcomed into the school for a variety of activities and programs.
- Staff will develop and use social media structures to connect with students and families.
- Parents will be welcomed into the school for a variety of activities and programs.
- The school will continue to provide adult English classes for parents to support their children.

**Magnet Initiated and Supported:**

- The Magnet Coordinator will coordinate with Family and Community Engagement (FACE) Department at least quarterly; request and receive support as needed.
- Teachers and instructional leaders will support and encourage students and families in taking advantage of TUSD’s diverse schools through school choice, Gifted and Talented Education (GATE) programs, and share what Advanced Learning Opportunities, Career & Technical Education, children can partake in as they move forward in their educational experience with TUSD.

**Critical Focus Area: To develop partnerships among families, communities, and schools that enhances student development and learning.**

**Critical Focus Area Action Steps:**

1. The Magnet Coordinator and Principal will plan, implement, and oversee all family and community engagement activities and to assist families with resources and to encourage them to be active participants in their child’s educational experience.

2. The Magnet Coordinator and Principal will collect, monitor, and document data related to parent and community involvement with activities implemented.
3. The Magnet Coordinator will establish at least one new formal partnership, as documented by a letter of support.
4. The leadership team will create a plan to develop and maintain an engaging, interactive web site, and a system for utilizing social media to promote school events, and up to date announcements.
5. Parents will be invited to quarterly and monthly student recognitions. Weekly community time will be used to welcome families, acknowledge students and showcase music and the arts.

**Evidence of Progress**

- Parent Attendance Sheets
- Parent Volunteer Attendance Sheets
- Parent and Community Outreach Plan Quarterly Monitoring
- Leadership Team Meetings Agendas/Minutes

## **TULLY ES BUDGET AND STAFFING**

### **Other school FTE to support Achievement Goals and School Specific Goals:**

**910(G) or non-910(G) FTE to support Achievement Goals and School Specific Goals. The District will assign other support staff to this school (e.g. Teacher Mentors, Technology Liaisons, Master Teachers, Lead Teachers, School Community Liaison Lead, MTSS Lead, etc.):**

- 1.0 FTE Magnet Teachers (910G, 202)
- 1.0 FTE Intervention Teacher (910G, 202)
- 1.0 FTE Curriculum Service Provider (910G, 202)
- 1.0 FTE Magnet Coordinator (910G, 202)
- 0.5 Guidance Counselor (M&O)
- .22 FTE Librarian (M&O)
- .78 FTE Librarian (Title 1)
- 1.0 FTE Reading Interventionist (Title 1)
- 1.5 FTE Teacher Assistant (Title 1)
- 0.5 Counselor (Title I)



| <b>Tully ES Magnet Deseg Budget 2020-21 SY</b> |                          |   |  |
|--|--------------------------|---|--|
| <b>Description</b>                             | <b>Sum of FY 21 (\$)</b> | <b>Purpose</b>  | <b>Magnet Plan Principle #:</b>                                  |
| 1.0FTE Curriculum Service Provider             | \$50,000                 | Curriculum Service Providers (CSP) will serve to provide professional development to teachers in GATE practices, lead PLC-CTT grade level groups for data driven instruction, plan, co-teach and support teachers. They offer intervention and enrichment experiences for students to help differentiate, challenge, engage and assist in student success within a new model of instruction. Data will guide the direction of the PLC Collaborative Teacher Teams to plan intervention and enrichment. Each CSP-CTT will focus on grade level bands, collaborating with one another, in the development and implementation of curriculum and student and staff success within the GATE model. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Magnet Teacher                         | \$45,000                 | Physical education will be offered as an elective during our PLC-CTT time, which will allow our teachers to review data and plan in grade level teams. These electives will support the Gate theme by including a presentation of learning to families and classmates. The PE teacher will support the Magnet theme by providing weekly PE lessons to whole   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |

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|                                    |          | classes that will incorporate choice, and cultural connections to student's lives outside of school.   |  |
| 1.0 FTE Intervention Teacher (RTI) | \$45,000 | <p>The RTI teacher will support classroom teachers and students by providing data-driven, targeted interventions for student in ELA and Math. They will collect and analyze data to determine adjustments in the intervention program.</p> <p>The RTI teacher will work with the MTSS team to help inform parents and teachers of progress and best practices that will support the student's learning in the classroom and at home.</p> <p>The RTI teacher will design electives and extensions for students that will be highly engaging, choice, driven, and include a presentation of learning to families and classmates.</p> | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| 1.0 FTE Magnet Site Coordinator    | \$50,000 | The Magnet Coordinator (MC) works, in collaboration with the principal, to recruit a diverse population of students and families, coordinates and facilitate family engagement events to promote the school, market the school's program through community outreach activities, organize magnet celebrations and conduct informational sessions and site tours. The Magnet Coordinator supports Tier 1 instruction and the work of Collaborative Teacher Teams   | Integration: Providing Diversity, Excellence and Equity          |
| Substitute Teachers                | \$3,000  | Substitute pay for magnet teacher sick leave   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: Family       | \$2,500  | Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated  | Integration: Providing   |

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| Engagement and Recruitment                               |          | events to promote our magnet through appearances, booths and other public relations opportunities, which are available to all qualified staff to serve as representatives.   | Diversity, Excellence and Equity                                 |
| Classified Added Duty: Family Engagement and Recruitment | \$1,500  | Added Duty Recruitment for off contract for representation at district sponsored magnet events and evening and weekend site coordinated events to promote our magnet through appearances, booths and other public relations opportunities, which are available to all qualified staff to serve as representatives. | Integration: Providing Diversity, Excellence and Equity          |
| Certified Added Duty for Sky School                      | \$1,000  | Certified teachers will accompany students to multi-day overnight field trip on Mount Lemmon and will be compensated for off-duty work.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Certified Added Duty: PD                                 | \$10,000 | Added duty to participate in GATE professional development.  | Effective Teachers and Instruction<br>4: Effective Curriculum    |
| Mileage  | \$200    | Supplemental monies for travel to magnet events to promote our school for integration.   | Integration: Providing Diversity, Excellence and Equity          |
| Professional Education Consultant                        | \$27,000 | Consultant to focus on the implementation of GATE practices (e.g., integrating content, gifted strategy of the month, renewed focus on depth and complexity, etc.) by providing monthly professional development.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |

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| U of A Sky School   | \$13,500 | Urban Research (4th grade) and Daytime Field Course (60 students) / Exploring the Sky Islands (5th graders) (40 Students)   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Transportation for Sky School   | \$1,000  | Urban Research (4th grade) and Daytime Field Course (60 students) / Exploring the Sky Islands (5th graders) (30 Students)   | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| Registration: Magnet Schools of America (MSA) National Conference Registration and GATE | \$1,800  | More than a thousand magnet school teachers, principals, and administrators from across the country participate in MSA's annual meeting. It features outstanding keynote speakers and sessions focusing on best practices in curriculum and instruction, technology integration, school leadership, and magnet school design. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>Integration: Providing Diversity, Excellence and Equity |
| Out of State Travel Magnet Schools of America Conference                                | \$6,000  | Travel, lodging, transfers and per diem will be provided for the 2 people traveling out of state to the MSA National Conference.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>Integration: Providing Diversity, Excellence and Equity |

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| Instate Travel                 | \$1,000          | Will allow for in-state travel to GATE conference. | 2: Effective Teachers and Instruction<br>4: Effective Curriculum |
| Employee Benefits              | \$49,200         |  |  |
| <b>Total Budget 2020-21 SY</b> | <b>\$321,300</b> |  |  |
| <b>Total FTE:</b>              | <b>4.0</b>       |  |  |

| <b>Tully ES Magnet Title 1 Budget 2020-21 SY</b> |                          |   |  |
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| <b>Description</b>                               | <b>Sum of FY 21 (\$)</b> | <b>Purpose</b>  | <b>SIAP/Magnet Plan Principle #:</b>   |
| 1.0 FTE Reading Interventionist                  | \$45,000                 | Supports students with reading foundational skills and Tier 2 interventions.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum                                       |
| .78 FTE Certified Librarian                      | \$45,000                 | <p>The Librarian will support students who require more academic rigor, and above grade-level activities, by providing resources and support. The librarian will collaborate with the teachers through planning and scheduling, to provide time in the library that students can work in a supported environment. This falls in line with a strong gifted curriculum as promoted in our Magnet plan.</p> <p>The Librarian will design electives and extensions for students that will be highly engaging, choice, driven, and include a presentation of learning to families and classmates.</p> <p>The Librarian will provide extended hours regularly before and after school, so that students and families will have access to the library beyond school hours. They will also designated times and provide supports for parents who need help with job applications, filling out government paperwork, or any other relevant need that a community member might need. This supports the community outreach goals in our magnet plan.</p> | 2: Effective Teachers and Instruction<br>4: Effective Curriculum<br>6: Family and Community Engagement |

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| 1.5 FTE<br>Teacher<br>Assistant    | \$37,000         | Assists teachers in performing their classroom teaching responsibilities.  | 2: Effective Teachers and Instruction<br>4: Effective Curriculum  |
| 0.5 FTE<br>Counselor               | \$26,000         | The guidance counselor will implement the TUSD Comprehensive Competency Based Guidance program/American School Counselor Association National Model. The counselor provides activities to meet the needs of the students and consult with teachers, staff and parents to enhance their effectiveness in helping students and provides support to other educational programs at the school. | 2: Effective Teachers and Instruction<br>5: Conditions, Climate & Culture<br>6: Family and Community Engagement |
| Instructional<br>Aids              | \$2,838          | Scholastic, CKLA, Manipulatives for Reading and Math   | Integration:<br>Providing<br>Diversity,<br>Excellence and<br>Equity   |
| Employee<br>Benefits               | \$45,900         |  |   |
| <b>Total Budget<br/>2020-21 SY</b> | <b>\$201,738</b> |  |   |
| <b>Total FTE:</b>                  | <b>3.78</b>      |  |   |