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TUCSON UNIFIED SCHOOL DISTRICT

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Attorneys for Tucson Unified School District No. One, et al.

**IN THE UNITED STATES DISTRICT COURT
FOR THE DISTRICT OF ARIZONA**

Roy and Josie Fisher, et al.,

Plaintiffs

CV 74-90 TUC DCB
(Lead Case)

v.

United States of America,

Plaintiff-Intervenor,

**DECLARATION OF MARTHA
TAYLOR IN SUPPORT OF
RESPONSE TO MENDOZA
PLAINTIFFS' OBJECTIONS TO
INDIVIDUAL MAGNET
SCHOOL IMPROVEMENT
PLANS**

v.

Anita Lohr, et al.,

Defendants,

CV 74-204 TUC DCB
(Consolidated Case)

and

Sidney L. Sutton, et al.,

Defendants-Intervenors,

Maria Mendoza, et al.
Plaintiffs,
United States of America,
Plaintiff-Intervenor,
v.
Tucson Unified School District No. One, et al.
Defendants.

I, Martha Taylor, declare under penalty of perjury that the following statements are true:

1. I am the Senior Desegregation Director for Defendant Tucson Unified School District No. One (“TUSD”) and have held this position since January 2015. I have personal knowledge of the facts stated herein.

2. In response to the Mendoza Plaintiffs’ June 30, 2015 filing, TUSD prepared revised school plans for Cholla, Ochoa, Tucson High, Roskruge and Davis. The plans for Cholla, Ochoa, Tucson High and Roskruge were revised to ensure that the academic goals were at least as high as the current school measures of academic performance. The Davis plan was revised to clarify that teaching assistants will not provide intervention instruction for struggling students. A true and correct copy of the revised plans are attached hereto as **Exhibit A** as follows:

Exhibit A-1 – revised Davis plan

Exhibit A-2 – revised Ochoa plan

Exhibit A-3 – revised Cholla plan

Exhibit A-4 – revised Roskruge plan

Exhibit A-5 – revised Tucson High plan

1 I declare under penalty of perjury under the laws of the United States of America that the
2 foregoing is true and correct.

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4 DATED this 7th day of July, 2015

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7 Martha Taylor

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Tucson Unified School District – Legal Department
1010 East 10th Street, Room 24
Tucson, Arizona 85719
Telephone: (520) 225-6040

EXHIBIT A-1



DAVIS MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Davis**MAGNET THEME: Spanish Immersion**

ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 th Day Enrollment Kinder	2013/14 40 th Day Enrollment Kinder	2014/15 40 th Day Enrollment Kinder	Benchmark: 2015/16 40 th Day Enrollment Kinder and 1st	Goal: 2016/17 40 th Day Enrollment Kinder, 1 st , 2nd
White	8%	15%	20.4%	M	M
African American	2%	1.7%	0%	M	M
Hispanic	86.0%	81.7%	79.6%	74.8%	≤70

INTEGRATION GOAL (2016/17):

By the 40th day of the 2016/17 SY, Hispanic enrollment in Kindergarten, 1st, and 2nd grade will be no more than 70%. White and African American enrollment will continue to meet the USP definition for integration as reported on the Mojave/Synergy student tracking system.

INTEGRATION BENCHMARK (2015/16):

By the 40th day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1st Grade will be no more 74.8 %. White and African American enrollment will continue to meet the USP definition of integration as reported on the Mojave/Synergy student tracking system.



DAVIS MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Integration	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.	Magnet Coordinator Plus added duty stipend	Coordinator Reports Letters of Partnership	\$42,620 \$3,000
Integration	<p>Create and publish specialized brochures, information card, and flyers for presentations and open houses.</p> <p>Schedule monthly "school tours"</p> <p>Visit targeted preschools.</p> <p>Recruiting from targeted businesses institutions (downtown, UA, Dunbar, eastside neighborhood with large targeted populations)</p> <p>Maintain high parent participation in PTA, Site Council and school-wide functions, and train parents as school recruiters</p>	<p>Added duty 2 staff members @\$25, 2 hour sessions, 6 times a year</p> <p>Added duty for Magnet Leadership team to support after school/Saturday/family nights, site/TUSD recruitment events</p> <p>Mileage</p>	<p>By the 40th day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1st Grade will be no more 77.6 %. White and African American enrollment will continue to meet the USP definition of integration as reported on the Mojave/Synergy student tracking system.</p>	<p>\$600</p> <p>\$1800</p> <p>\$500</p>



DAVIS MAGNET SCHOOL PLAN 2015-16

	<p>Participate in TUSD recruitment events</p> <p>Public service announcements</p> <p>Update and maintain website highlighting theme.</p>			
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DAVIS MAGNET SCHOOL PLAN 2015-16

ACADEMIC ACHIEVEMENT

AZ Letter Grade											
2011/12 Letter Grade (Based on AIMS)		2012/13 Letter Grades (Based on AIMS)		2013/14 Letter Grades (Based on AIMS)		Goal: 2014/15 Letter Grades Minimum Score (Based on AZ Merit)		Goal: 2015/16 Letter Grades Minimum Score (Based on AZ Merit)		Goal: 2016/17 Letter Grades Minimum Score (Based on AZ Merit)	
Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
113	C	127	B	133	B	137	B	139	B	140	A

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	69
ELL Reclassification (3)	3
FFB Rate Additional Points (6)	3
Composite Points	75
Growth Points +1	58
*Median Growth Percentile= 38.5	X
*Median Growth Percentile Bottom 25%=37	X
Total Points	133

Performance Differences by Ethnicity (AIMS District Comparison)

	White	African Amer.	Hispanic/ Latino	% Diff bet AA and White	% Diff bet Hisp and White		White	African Amer.	Hispanic/ Latino	%Diff bet AA and White	% Diff bet Hisp and White
Reading	94	100	75	+6	-19	Math	88	100	60	+12	-28
N	16	2	139			N	16	2	139		

ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Davis will earn a state letter grade of A (a minimum of 140 points), as defined by the state grading system.
2. By June, 2017, students at Davis will score than the state median in reading and math.
3. By June, 2017, students at Davis will show academic growth that is higher than the state median growth in reading and math.



DAVIS MAGNET SCHOOL PLAN 2015-16

4. By June, 2017, the growth of the bottom 25% of students at Davis will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Davis will be less than the achievement gap between racial groups in elementary schools in the District.

ACHIEVEMENT BENCHMARK (2015/16):

1. Davis will maintain a state letter grade of B (a minimum of 139 points), as determined by the results of the 2015-16 AZ Merit.
2. Davis students will score 2.5% higher in math, moving from 52.5 to 55%.
3. Davis students will score higher than the state median in reading and math.
4. Davis students will show academic growth that is higher than the state median growth in reading and math.
5. Davis student in the bottom 25% will demonstrate growth which is higher than the state median growth.
6. The achievement gap between racial groups at Davis will be less than the achievement gap between racial groups in elementary schools in the District.



DAVIS MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Student Achievement, reduce achievement gap, provide culturally relevant curriculum	PLC's focused on Student Learning	<p>Davis will implement a comprehensive Spanish Immersion/Dual Language program.</p> <p>Davis will create a master schedule that will provide PLC time for staff to meet weekly for at least 2 hour blocks. Staff will address the achievement discrepancies by designing instructional strategies that are systematic, timely and directed. The Instructional Coach will facilitate.</p>	<p>1.0 FTE Art Specialist</p> <p>1.0 FTE Music Specialist</p> <p>1.0 FTE Certified Librarian</p>	School-wide PLC planning time in a 2 hour block once weekly	<p>\$42,620</p> <p>\$42,620</p> <p>\$42,620</p>
Student achievement Differentiated Tier I instruction	Tier 1 Instruction	Teachers will meet 2 hours weekly to analyze student data and implement action plans for Tier I differentiated instructional groups	Teacher Hourly to extend Wednesdays	Weekly meetings and documentation of PLC "Task Analysis Action Plan", use of student data and implementation of differentiated instructional groupings.	\$12,350.
Increase student achievement Reduce	Learner Centered Professional Development	Davis staff will participate in Learner-Centered Professional	Magnet Coordinator	Summer PD Agendas/sign-in sheets and evaluations,	



DAVIS MAGNET SCHOOL PLAN 2015-16

achievement gaps L25s		<p>Development that goes hand in hand with the work done in PLCs.</p> <p>Davis teachers will participate in a summer PD to unpack the standards, task analyze, and align standards to curriculum.</p> <p>Davis will utilize external professional development resources as needed to build knowledge, skills, and dispositions of highly effective teaching.</p>	Materials	evidence of follow up in the classroom, data notebooks	<p>\$2100</p> <p>\$11,875/certified</p> <p>\$3633/Instructional Specialists</p>
<p>Increase student achievement</p> <p>Reduce achievement gaps</p> <p>L25s</p>	Tier I Instruction	<p>In order to reduce class size, Davis will utilize a full time certified teacher.</p> <p>Davis will utilize eight Teacher Assistants to work with classroom teachers. While teachers are working with struggling learners and/or small groups, Instructional Specialists will support and guide the other students in the classroom.</p> <p>Teacher Assistants will also provide teacher developed</p>	<p>1.0 FTE Certified Teacher</p> <p>8 Teacher Assistants</p>	<p>Class rosters, Student assessment scores, data notebooks</p>	<p>\$42,620</p> <p>\$71,576</p>



DAVIS MAGNET SCHOOL PLAN 2015-16

		enrichment activities for students while the teacher works with small groups.			
Reduce Achievement Gaps L25s	CSI #8	Students who are in the lower 25% in math and/or reading will be required to attend targeted essential skill deficits. Student enrollment is fluid; students are selected and exited from the program student data. Teacher Assistants will be used to support classroom management and will not be providing intervention instruction for students.	After school Lead Teacher/Coordinator 3 Certified teachers 3 Teacher Assistants Materials	Attendance and student progress monitoring data notebooks, pre-post assessment data, formative assessments	\$3,780 \$8,100 \$4,468 \$2,500

ESTIMATED BUDGET WITH BENEFITS*= \$423,815.80



DAVIS MAGNET SCHOOL PLAN 2015-16

***Any adjustments to the District adopted expenditure budget will occur through the budget modification process.**

EXHIBIT A-2

**OCHOA MAGNET SCHOOL PLAN 2015-16**

SCHOOL NAME: OCHOA	MAGNET THEME: Reggio Inspired
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ETHNIC DIVERSITY**DATA:****Enrollment (%)**

School	Ethnic Categories	2012/13 100th Day Enrollment (Kindergarten)	2013/14 100th Day Enrollment (Kindergarten)	2014/15 100th Day Enrollment (Kindergarten)	Goal: 2015/16 100th Day Enrollment (Kindergarten & Grade 1)	Goal: 2016/17 100th Day Enrollment (Kindergarten, Grades 1 & 2)
Ochoa	W	8.1	0	2.9	≥4.5	≥6.2
	AA	2	0	0	M	M
	H	83.6	87.1	91.5	≤80.8	≤70

GOAL:

By the 40th day of the 2016/17 SY, the Hispanic enrollment in Kindergarten, 1st, and 2nd Grade will be no more 70%, the enrollment of White students will be no less than 6.2%, and the enrollment of African American students will be maintained as reported on the Mojave/Synergy student tracking system.

BENCHMARK:

By the 40th day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1st Grade will be no more 80.8%, the enrollment of White students will be no less than 4.5%, and the enrollment of African American students will be maintained as reported on the Mojave/Synergy student tracking system.



OCHOA MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Budget Category (Examples: FTE, Added Duty, Registration, Instructional Supplies)	Estimated MAGNET Funding Required
Recruitment	Continue to participate in community/district events to educate and recruit families.	Magnet Coordinator Teachers/students/parents	Magnet Coordinator 1.0 FTE	\$42,620
Recruitment	Stipends for recruitment events off contract		Magnet Coordinator Stipend for magnet coordinator	\$3000
Recruitment	Plan recruitment opportunities with Holladay, Drachman, & Borton		Magnet Coordinator	
Recruitment	Set up recruit opps at community events: Make a Difference Day, Cyclovia, FitzKids, etc			
Recruitment	In order to increase the ethnic diversity of non-Hispanic enrollment to 4.5%, Ochoa will also actively recruit students from Zone A and Zone C private and public preschools.	Recruitment materials: banner, brochures, recruitment packets, gifts		Central Magnet Budget
Recruitment	Update school review websites with current comments/ratings to increase favorable online	Parent access to web, time for them to create reviews	Web Master \$12.21/hour 5 hours/month	\$600



OCHOA MAGNET SCHOOL PLAN 2015-16

	visibility (greatschools.com)			
Retention	Families will be invited to participate in two or more events highlighting student work.	Materials and supplies	Supplies	\$500



OCHOA MAGNET SCHOOL PLAN 2015-16

ACADEMIC ACHIEVEMENT

DATA:

State Letter Grade

School/ Organization	2011/12 Letter Grade (Based on AIMS)		2012/13 Letter Grades (Based on AIMS)		2013/14 Letter Grades (Based on AIMS)		Goal: 2014/15 Letter Grades Minimum Score (Based on AZMerit)		Goal: 2015/16 Letter Grades Minimum Score (Based on AZMerit)		Goal: 2016/17 Letter Grades Minimum Score (Based on AZMerit)	
	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
Ochoa Elementary	97	D	129	B	123	B	123	B	131	B	140	A

AZ Learns Composite Scores

Percent Passing AIMS	59
ELL Reclassification (3)	0
FFB Rate Additional Points (6)	3
Composite Points	62
Growth Points +1	123
*Median Growth Percentile= 52	
*Median Growth Percentile Bottom 25%=68.5	
Total Points	123

Performance Differences by Ethnicity (AIMS District Comparison)

		White	African Amer.	Hispanic/ Latino	% Diff bet AA and White	%Diff bet Hisp and White		White	African Amer.	Hispanic/ Latino	%Diff bet AA and White	% Diff bet Hisp and White
Ochoa Magnet	Reading	100	100	58	0	-42	Math	100	100	55	0	-45
	N	1	1	78			N	1	1	78		

GOALS:

1. By June, 2017, Ochoa will earn at least 140 points (state letter grade of A), as defined by the state grading system.
2. By June, 2017, students at Ochoa will score higher than the state median in reading and math.



OCHOA MAGNET SCHOOL PLAN 2015-16

3. By June, 2017, students at Ochoa will show academic growth that is higher than the state median growth in reading.
4. By June, 2017, students at Ochoa will show academic growth that is higher than the state median growth in math.
5. By June, 2017, the growth of the bottom 25% of students at Ochoa will be higher than the state median growth of the bottom 25%.
6. By June, 2017, the achievement gap between racial groups at Ochoa will be less than the achievement gap compared to like grade configurations within the District.

BENCHMARKS:

1. Ochoa will earn at least 120 points (state letter grade of B), as determined by the results of the 2015-16 AZMerit.
2. Ochoa will increase the percentage of students meeting/exceeding in reading, moving from 45% to 50%, as determined by the results of the 2015-16 AZMerit.
3. Ochoa will increase the percentage of students meeting/exceeding in math, moving from 59% to 63%, as determined by the results of the 2015-16 AZMerit.
4. Ochoa will increase the median growth percentile of all student moving from 52% to 55%, as determined by the results of the 2015-16 AZMerit.
5. Ochoa will at least maintain the median growth percentile of 68.5%, as determined by the results of the 2015-16 AZMerit.
6. Ochoa will reclassify the appropriate number of students in order to receive the additional three points.



OCHOA MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

“While the achievement goals are interrelated, it may be that different strategies will be appropriate for the attainment of different goals (for example, schools with a substantial achievement gap may need to prioritize strategies related to narrowing the achievement gap).” [Draft of Response to 01.16.15 Court Order, Bill Hawley]

Objective	CSI #	STRATEGIES	Resources Required for Implementation of Strategies	Evidence	Estimated MAGNET Funding Required
Maintain student achievement Lower 25 Close achievement gap	PLCs LCPD	Ochoa will create a master schedule to allow teachers to meet in PLCs for at least two hours a week. Staff will address the achievement discrepancies by designing strategies that are systematic, timely and directed. The Instructional Coach will facilitate.	4.5 FTE: 2 Studio Teachers 1 FTE Instructional Coach 1.0 FTE Cyber Studio Teacher Asst.	Master schedule Achievement notebooks, lesson plans, documentation of learning, Assessment scores	\$149,170 \$11,273
Maintain student achievement	Reduced class size	Ochoa will utilize Teacher Assistants to facilitate maintenance and enrichment groups in order to reduce the student to adult ratio and support Tier 1 differentiated instruction.	3.0 FTE Teacher Assistants	Small group rosters, lesson plans, Assessment scores	\$33,819
Reduce achievement gap	Tier 2 Intervention	Ochoa students will be identified in grade level PLCs to participate in a 30 minute reading and math intervention, maintenance, or enrichment daily. Student data		PLC agendas, achievement notebooks, formative assessment	

**OCHOA MAGNET SCHOOL PLAN 2015-16**

		will be reviewed weekly for flexible grouping		scores, state test scores	
Reduce achievement gap Sustain growth for L25s	LCPD	Ochoa teachers will participate in Learner-Centered Professional Development, utilizing external professional development resources as needed to build knowledge, skill, and dispositions of highly effective teaching.	Certified added duty	Registration, documentation of practices new skills in the classroom, lesson plans, Danielson scores	\$25,000
Sustain growth for L25s	Extended Day Programs	21 st Century afterschool program will continue to provide targeted interventions for L25s which will reduce the achievement gap.			0

TOTAL BUDGET= \$229,619.00

EXHIBIT A-3



CHOLLA MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Cholla**MAGNET THEME: INTERNATIONAL
BACCALAUREATE /LAW RELATED STUDIES**

ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 th Day Enrollment	2013/14 40 th Day Enrollment	2014/15 40 th Day Enrollment	Benchmark: 2015/16 40 th Day Enrollment	Goal: 2016/17 40 th Day Enrollment
White	9.5	8.6	7.8	M	M
African American	4.0	3.7	4.5	M	M
Hispanic	78.3	79.0	79.0	≤74.3	≤70

INTEGRATION GOAL (2016/17):

By the 40th day of the 2016/17 SY, the Hispanic enrollment in 9th, 10th, and 11th Grade will be no more 70%, and White and African American enrollment will continue to meet the USP definition of integration as reported on the Mojave/Synergy student tracking system.

INTEGRATION BENCHMARK (2015/16):

By the 40th day of the 2015/16 SY, the Hispanic enrollment in 9th and 10th Grade will be no more 74.3%, and White and African American enrollment will continue to meet the USP definition of integration as reported on the Mojave/Synergy student tracking system.



CHOLLA MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	To promote open access to education opportunities and increase diversity of student population at Cholla:	Magnet Coordinator Stipend-Off Contract	FTE Magnet Coordinator	\$42,620 \$3000
	<p>Continue to partner with ALE Department to continue to hold four parent informational nights at middle schools</p> <p>Continue to partner with School Community Services Department to continue to hold UHS/IB parent informational nights at middle schools</p> <p>Present to various middle schools, during school day, about magnet programs</p> <p>Hold three site-based events inviting potential 8th students for recruitment purposes</p> <p>Participate in High School Nights at middle schools</p>	<p>IB Coordinator</p> <p>Mileage for transportation to recruitment events Fliers and other promotional materials</p>	<p>FTE IB Coordinator</p> <p>Applications submitted to School Community Services will reflect the diversity of the district and will be comprised of no more than 70% of any one ethnic group.</p> <p>Calendar of events</p> <p>Parent presentation</p> <p>Student presentation</p> <p>Log of contact with potential student/family (tours, phone, sign in sheets from presentations)</p> <p>Mileage</p> <p>Printing</p> <p>Office supplies</p>	<p>\$42,620</p> <p>\$500</p> <p>\$1000</p>



CHOLLA MAGNET SCHOOL PLAN 2015-16

	<p>Participate in district magnet department recruitment</p> <p>Hold tours to potential students and family</p> <p>Hold Future Freshman Night (orientation)</p> <p>Create and distribute informational packets to: Physician's Network, City of Tucson, realtors, Pima Community College, Davis Monthan Air Force Base, churches, Boys and Girls Clubs, Tucson Chamber of Commerce and Economic Development and private schools</p> <p>Continuously update greatschools.org through input of parents, teachers and staff</p>	<p>Program informational materials</p>	<p>Event summary/agenda</p> <p>Distribution log and contact list of community organizations/schools</p> <p>Postings to website</p>	<p>\$350</p>
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CHOLLA MAGNET SCHOOL PLAN 2015-16

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment and Retention	<p>Continue to build bridge of IB Continuum with Safford 6-8 MYP through presentations and collaborative events</p> <p>Increase enrollment in Advanced Learning Opportunities for Cholla students by conducting on campus recruiting through class presentations, review of PSAT scores and GPA</p> <p>Continue to build bridge with district departments of MASS, AASS APSS and NASS by attending quarterly meetings and end of year celebrations</p> <p>Communicate effectively with the Cholla community create a quarterly newsletter about magnet activities and accolades to be uploaded to Cholla webpage and sent to middle school counselors</p> <p>Create a consistent cohort of parents, potential parents and alumni in an effort to develop a community cohort of engagement in Cholla</p>	Magnet Coordinator	<p>FTE Magnet Coordinator</p> <p>Enrollment in ALE courses</p> <p>Student/Parent presentation specific to IB continuum</p> <p>Calendar of class visits conducted on Cholla campus</p> <p>Sign in sheets</p> <p>Newsletter</p> <p>Parent cohort meeting agendas, sign in sheets</p>	See above



CHOLLA MAGNET SCHOOL PLAN 2015-16

	<p>Create/utilize IB college resources for current and potential students highlighting programme benefits</p> <p>Use social media, ParentLink and district media department to inform community about IB/Law events and information</p> <p>Utilize Cholla website to promote magnet programs and events</p>		<p>IBO website materials, work with College and Career Counselor</p> <p>Social media/website postings</p>	
Retention	<p>Collaboration with School Community Services to ensure students coded correctly</p> <p>Create a systematic process to identify students who need interventions and collaborate with Native American Studies, Mexican American Studies, Asian American Studies and African American Studies to provide parent and student support services</p> <p>Implement process for magnet students withdrawing from Cholla involving Magnet Coordinator, administration and/or counseling along with student and parent</p>	Magnet Coordinator	<p>FTE Magnet Coordinator</p> <p>Spreadsheet indicating student, courses, intervention needed, contact made, <i>enrolled</i> in intervention</p> <p>Log of parent/teacher conference, exit survey and withdraw paperwork</p>	See above



CHOLLA MAGNET SCHOOL PLAN 2015-16

ACADEMIC ACHIEVEMENT

AZ Letter Grade											
2011/12 Letter Grade (Based on AIMS)		2012/13 Letter Grades (Based on AIMS)		2013/14 Letter Grades (Based on AIMS)		Goal: 2014/15 Letter Grades Minimum Score (Based on AZMerit)		Goal: 2015/16 Letter Grades Minimum Score (Based on AZMerit)		Goal: 2016/17 Letter Grades Minimum Score (Based on AZMerit)	
Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
103	C	108	C	125	B	120	B	130	B	140	A

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	52 (36 points)
ELL Reclassification (3)	3
Graduation Points	27
FFB Rate Additional Points (6)	0
Drop Out Rate	3
Composite Points	69
Growth Points +1	56
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	125

Performance Differences by Ethnicity (AIMS District Comparison)

	White	African Amer.	Hispanic/Latino	% Diff bet AA and White	% Diff bet Hisp and White		White	African Amer.	Hispanic/Latino	%Diff bet AA and White	% Diff bet Hisp and White
Reading	69	70	70	1	1	Math	23	32	32	9	9
N	32	20	365			N	52	22	471		



CHOLLA MAGNET SCHOOL PLAN 2015-16

ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Cholla will earn a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. By June, 2017, students at Cholla will score higher than the state median in reading and math.
3. By June, 2017, students at Cholla will show academic growth that is higher than the state median growth in reading and math.
4. By June, 2017, the growth of the bottom 25% of students at Cholla will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Cholla will be less than the achievement gap between racial groups who do not participate in magnet programs at comparable District schools.

ACHIEVEMENT BENCHMARK (2015/16):

1. Cholla will earn a state letter grade of B as determined by the results of the 2015-16 AZMerit.
2. Cholla students will score on par with the state median in reading and math on the 2015-16 AzMERIT.
3. Cholla students will score on par with the state median in reading and math on the 2015-16 AzMERIT.
4. Cholla students in the bottom 25% will show growth on par with the state median in reading and math on the 2015-16 AzMERIT.
5. Cholla students will show progress toward reducing achievement gaps between the racial groups in reading and math.



CHOLLA MAGNET SCHOOL PLAN 2015-16

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
<p>Maintain or improve B letter grade</p> <p>Sustain or improve overall achievement and growth</p> <p>Sustain growth for L25s</p> <p>Close the achievement gap</p>	<p>Reduce class sizes</p> <p>Differentiate Tier 1 instruction</p>	<p>Maintain International Baccalaureate course offerings by providing adequate staff. This will allow for looping and supports a teacher to student ratio at 1:27 or below</p>	<p>Adequate FTE based on enrollment and 1:27 ratio - Currently 7.4 FTE Teachers</p> <p>.2 - Sarah Perkins - IB Dance</p> <p>.4 - Caryl Saarinen - IB Visual Arts</p> <p>.4 - Julian Martinez - IB Theater</p> <p>.2 - Nour Jandali - IB Arabic</p> <p>.4 - Christina Martini - IB German</p> <p>.4 - Silvia Leal - IB Spanish</p> <p>.4 - Maria Vigo - IB Spanish</p> <p>.2 - Theresa Scruggs - IB TOK</p> <p>.4 - Andrew Walanski - IB TOK</p> <p>.4 TBA - IB English .4 - TBA - IB English</p> <p>.6 George Parra - IB History</p> <p>.4 - Corinne Tresvik - IB Math</p> <p>.4 - TBA - IB Math Studies</p> <p>.4 - Angela Walker - IB Enviro</p> <p>.4 - Jessica Slade - IB English</p> <p>.2 - Anne Abbott-Gee - IB English</p> <p>.6 - Daniel Collin - IB History</p> <p>.4 - Nicole Kalal - IB Biology</p> <p>.2 - Valerie Frazier - IB Biology</p>	<p>Master Schedule</p>	<p>\$446,200</p>
	<p>Differentiated Tier1 instruction</p>	<p>To improve learning opportunities and effectively use professional expertise, master schedule utilizes blended teaching assignments (IB DP teachers assignments include IB Prep and non-IB content courses)</p>		<p>Curriculum units, lesson plans and student work</p>	
	<p>PLCs focused on student learning</p> <p>Two hours of weekly PLCs</p> <p>Specialists are to be used to strengthen Tier 1 Instruction</p>	<p>Continue to offer a 7 period day to allow for teachers to meet in teams.</p> <p>PLCs will meet for a two hour block once a week. Staff will address curriculum development (including district rollout), collaboration, analyzing student work, designing Tier 1 and 2 data-driven interventions that are systematic, timely and directive. The Academic Intervention Team, including the Magnet Site Coordinator and IB Coordinator, will facilitate.</p>	<p>Teacher Hourly to Extend Wednesdays</p>	<p>PLC binder with agenda, objectives, notes</p> <p>Attendance will be kept on portal, input by AIT team</p> <p>Administrators will monitor PLCs</p>	<p>\$17,550</p>
	<p>Specialists are to be used to strengthen Tier 1 Instruction</p> <p>Peer Observation Model to provide lesson</p>	<p>The Principal and Assistant Principals with support from the Academic Intervention Team (AIT Team) will effectively coach and ensure that all teachers move to proficient or distinguished on the Danielson framework for teacher evaluation through:</p> <p>Site-based walkthroughs focused</p>	<p>Data Specialist to analyze and present to faculty walkthrough data during PLCs</p>	<p>Walkthrough feedback form</p> <p>Observation forms (tracked over time)</p> <p>PLC agendas and objectives focused on targeted domain</p>	



CHOLLA MAGNET SCHOOL PLAN 2015-16

	and instructional feedback	on specific Danielson domains. Instructional strategies and feedback will be provided in PLCs. Data presented and analyzed by Data Coach. Instructional Council (IC) reviews lesson plans (incorporating walkthrough data focus) and provided feedback to teachers. AIT Team will provide framework and guidance.			
		Collaborate with SRO (provided through grant) to assist in development of units that incorporate law principles across curriculum through PLC structure facilitated by Magnet Coordinator		Lesson plan feedback form focused on targeted domain	
	Specialists used to strengthen Tier 1 instruction	Collaborate with PBIS committee to address site needs and incorporate PBIS/MTSS principles into classroom procedures and lessons through PLC structure facilitated by AIT team, including Magnet Coordinator		PLC agendas, objectives and presentations Law related units in different content areas	
Sustain or improve overall achievement Growth of the lower 25% Close achievement gap	Students not meeting standards receive Tier 2 interventions within the school day	Implement eight sections of RTI math classes. Freshman and Sophomore students who are in the lower 25% in math will be required to take a semester long Response to Intervention course targeting essential math skill deficits. Student enrollment is fluid; students are selected and exited from class based on teacher recommendation and student data.	1.6 FTE math teachers	RTI class rosters Student data Student progress as evidenced by ALEK	\$68,192
Sustain growth for lower 25%		ALEKs licenses for students identified in lower 25% to be used in math RTI classes	\$27.50 per student (five month license) x 25 students x 8 RTI sections x 2 semesters Non-tagable technology	Class rosters Data provided by ALEK course	\$11,000
Sustain growth for lower 25%	Tier 2 intervention	Address achievement discrepancies by offering five sections of credit recovery for credit deficient juniors and seniors	1 FTE Teacher	Credit check completed by counselor Class roster	(\$42,620) In FTE total above
Maintain or improve B letter grade Sustain or improve overall achievement and growth Sustain growth for lower 25%	Tier 3 interventions offered during extended day or summer school Participation in PLCs	PLC teams will assist in identifying students in need of Tier 3 interventions, utilizing an outline provided by the AIT Team to best meet the student's needs. Outline will incorporate academic, MTSS information and attendance as guide. Tutoring hours will complement in-class instruction	\$25/hour x 2 hours/week x 21 teachers (for 22 weeks) Added duty	PLC log of student and specific need Sign in sheet Tutoring plan for student	\$33,000
Sustain growth	PLCs focused	Using recommendations from	Classified Data Specialist	Spreadsheet of students	\$20,000



CHOLLA MAGNET SCHOOL PLAN 2015-16

for lower 25% Close achievement gap	on student learning Two hours of weekly PLCs	PLCs combined with student data, a Classified Data Specialist will provide data and work closely with the instructional coach to make sure teachers have the data needed to make sound instructional decisions. Students will be asked to participate in 21 st Century Learning Program (CAP) for Tier 3 interventions and test prep (ACT, SAT)		indicating intervention need, contact made, participation in intervention Sign in sheets Summary sheets by teacher	
Sustain or improve overall achievement and growth		Increase number of juniors and seniors taking college admissions tests (ACT, SAT) through distribution of information and when appropriate fee waivers for test	College and Career Counselor	Informational sessions/flyers distributed frequently Announcements through grade level content areas	NA
Sustain or improve overall achievement and growth	Differentiated Tier 1 instruction Provide Tier 2 intervention as needed	To support student achievement, required teacher advisors collaborate with students in examining work, identifying problems and specific strategies for IB DP students completing CAS (Creativity, Action, Service) hours and Extended Essay	25 hours x \$25/hour x 21 teachers Added duty	Paperwork (IB/school provided) in which advisor must log interactions with student	\$13,125
Sustain or improve overall achievement and growth	Differentiated Tier 1 instruction	CAS and EE coordinators will receive added duty support student achievement and oversee the teachers who serve as CAS/EE advisors	\$25./hr Approximately 200 hours/2 Coordinators	Logs tracking teacher advisors and students Documentation of student's completion of CAS or EE	\$10,000
Sustain or improve overall achievement and growth	Differentiated Tier 1 instruction	Test preparation (in different content areas) will be provided to all IB seniors prior to IB exams in spring	\$25/hour x 40 hours Added duty	Agenda Objectives Lesson plan	\$1,000
Sustain or improve overall achievement and growth		Annual required school fee for IB Diploma Programme	\$10985 Contract service	Contract	\$10,985
Sustain or improve overall achievement and growth		Registration/testing fees for IB DP students	\$527 on average x 150 Testing fees for student testing	IB monitored registration process	\$66,000
Sustain or improve overall achievement and growth		Repairs and Maintenance – Tech (for IB copy machine – essential for copying IB exams)	Annual maintenance		\$550
Sustain or improve overall achievement and growth		Postage for IB exams and assessments	\$3000 Communication and postage services		\$3,000
Sustain or improve overall achievement and		IB Test Fees	Pro/Ed Contract Services – IB Fees		\$17,000



CHOLLA MAGNET SCHOOL PLAN 2015-16

growth					
Sustain or improve overall achievement and growth Sustain growth for lower 25%	Tier 3 interventions offered during extended day or summer school	Provide IB Summer Academy to grades 10, 11 and 12 to increase retention and success in DP courses, assist in the completion of required CAS and EE components, to provide ongoing support and positive student engagement in IB curriculum. IB Summer Academy Coordinator will oversee student progress and provide guidance and monitor teachers and students.	2 teachers x \$25/hour x 5 hours x 12 days Summer school teachers 1 coordinator x \$35/hour x 8 hours x 12 days	Roster Agenda Objectives Lesson plans Assessments Teacher observation and feedback	\$3,000 \$3,360
Sustain or improve overall achievement and growth Sustain growth for lower 25%	Tier 3 interventions offered during extended day or summer school	Provide Freshman Academy to incoming 8 th graders to build a bridge from middle to high school through math, English and study skill courses Freshman Academy Coordinator will oversee student progress and provide guidance and monitor teachers and students	3 teachers x \$25/hour x 5 hours x 12 days Summer school teachers 1 coordinator x \$35/hour x 8 hours x 12 days	Roster Agenda Objectives Lesson plans Assessments Teacher observation and feedback Administrative operations	\$4,500 \$3,360
Sustain or improve overall achievement and growth Close achievement gap Sustain growth for lower 25%		To support and build instructional competence, a stipend will be provided for additional planning, examination preparation and grading as required by the IB DP	21 teachers x \$1000 Stipend	Work log Unit/lesson plan Test prep plan Graded assessments/ feedback for students	\$21,000
Sustain or improve overall achievement and growth	Differentiated Tier 1 instruction	Substitutes for release time for PD, grading and field trips	\$5000 Teacher Substitute	Work logs Release time Field trip summaries	\$5,000
Sustain or improve overall achievement and growth Close achievement gap Sustain growth for lower 25%	Specialists to be used to strengthen Tier 1 instruction	Cholla will utilize outside experts to facilitate professional development for teachers to write IB-required written curriculum to support Tier 1 differentiated instruction	Consultant with knowledge of IB curriculum and pedagogy	Sign in sheet Agenda Professional resources	\$5,000
Sustain or improve overall achievement and growth		Continued IB DP training as per IB requirements	10 teachers x \$800 Registration (employee training)	Certification of IB Category training in content area	\$8,000
Sustain or improve overall achievement and growth		Out of state travel for IB training	10 teachers x \$1200 Out of state travel	Presentations to staff upon return	\$12,000



CHOLLA MAGNET SCHOOL PLAN 2015-16

Sustain or improve overall achievement and growth		Utilize IB online curriculum center for content and best practice throughout all classrooms	No cost to sign up	Applied to PLC workshops Lesson plans Unit plans	NA
Sustain or improve overall achievement and growth		Continued membership with AZIBS (Arizona Association of IB Schools)	Contract Services	Quarterly meetings including round table discussion for content area teachers Agendas Sign in sheets	\$100
Sustain or improve overall achievement and growth	Differentiated Tier 1 instruction	Continue to use ManageBac, an organizational tool to administrate the IB Programme	\$9.40 x 300 students Non-tagable technology	Teacher use Student use (all of which is logged on program)	\$2,800
Sustain or improve overall achievement and growth	Differentiated Tier 1 instruction	Continue to use Turnitin.com, an organizational tool to administrate the IB Programme	Non-tagable technology	Teacher use Student use (all of which is logged on program)	\$4,000
Sustain or improve overall achievement and growth	Differentiated Tier 1 instruction	Instructional Supplies	Instructional supplies	Supplies as determined by campus to provide for classrooms and PLC instruction	\$7,000

ESTIMATED TOTAL BUDGET*= \$991,633.10

***Any adjustments to the District adopted expenditure budget will occur through the budget modification process.**



CHOLLA MAGNET SCHOOL PLAN 2015-16

EXHIBIT A-4



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: ROSKRUGE**MAGNET THEME: Dual Language****ETHNIC DIVERSITY**

Enrollment (%)					
Ethnic Categories	2012/13 40 th Day Enrollment	2013/14 40 th Day Enrollment	2014/15 40 th Day Enrollment	Benchmark: 2015/16 40 th Day Enrollment	Goal: 2016/17 40 th Day Enrollment
White	3%	3.5%	4.5%	5.8%	6.2%
African American	1.1%	1.7%	2.2%	2.5%	3%
Hispanic	85.4%	83.5%	83.2%	78.2%	70%

INTEGRATION GOAL (2016/17): By the 40th day of the 2016/17 SY, , the Hispanic enrollment in Kindergarten, 1st, and 2nd Grade will be no more 70%, the enrollment of White students and African American students will continue to reflect the definition of integration in the USP as reported on the Mojave/Synergy student tracking system.

By the 40th day of the 2016/17 SY, the Hispanic enrollment in 6th, 7th and 8th grade will be no more 70%, and the enrollment of White students will be no less than 6.2%, and African American enrollment will continue to reflect the definition of integration as reported on the Mojave/Synergy student tracking system.

INTEGRATION BENCHMARK (2015/16): By the 40th day of the 2015/16 SY, the Hispanic enrollment in Kindergarten and 1st grade will be no more 75.5%, White and African American enrollment will continue to reflect the definition of integration in the USP as reported on the Mojave/Synergy student tracking system.

By the 40th day of the 2015/16 SY, the Hispanic enrollment in 6th and 7th grade will be no more 77.9%, the enrollment of White students will be no less than 5.8%, and African American enrollment will continue to reflect the definition of integration in the USP as reported on the Mojave/Synergy student tracking system.



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

STRATEGIES:

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	Actively recruit students from targeted preschools and elementary schools.	Magnet Coordinator Extra Duty Stipend for Magnet Coordinator Mileage for Magnet Coordinator Teaching Supplies	District verification increase enrollment for White and African American Students	\$42,620 \$ 3000 \$500 \$3,000
Recruitment	Attend Targeted Preschools Family Nights, Parent informational nights and open houses	Contact names and #s for targeted preschools Added duty for Certified staff	Parent sign in sheets	\$500
Recruitment	Disseminate information via public service announcements, TV/Radio informing Tucson families of our Dual Language program	Radio/TV contacts and utilizing the TUSD Public Relations Department	Recording of TV and Radio spots	In-kind
Recruitment and retention	Identify and empower current K-8 students to be Dual Language Ambassadors at various community/ business/organizational events to meet with members of these groups, answer questions and promote Dual Language development	Certified Magnet Team member Added duty for certified staff to accompany students. \$25 hrs. X 20 hours during the school year	Student list of ambassadors	\$ 500
Recruitment	Utilize social media (school web page, Facebook, U-Tube, Twitter and LinkedIn), within the district	Webmaster stipend	Temp Hourly position \$15 hr. X 10 hrs.	\$ 3,300



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

	guidelines, to further develop, promote, and inform the Tucson Community of our magnet program		biweekly X 22 pay periods	
Recruitment and retention	Identify and empower current K-8 students to be Dual Language Ambassadors at various community/business/organizational events to meet with members of these groups, answer questions and promote Dual Language development	Certified Magnet Team member	Added duty for certified staff to accompany students. \$25 hrs. X 20 hours during the school year	\$ 500
Recruitment	Increase the dissemination of promotional materials and expand presence at U of A faculty meetings	Identify which UA faculty departments have the targeted integration group. Sufficient supply of magnet pamphlets, cards, etc. to disperse	In-Kind Magnet Office	
Recruitment	Review current enrollment forms in Kinder and 5 th grade for accuracy and adjust accordingly	Admin Rights for Magnet Coordinator	In-kind	
Recruitment and Retention	Design/Implement entry and exit interviews with parents who have selected to attend Roskruge so that we may further develop and tailor our recruitment and retention strategies in response to feedback	Existing staff reviewing the policies for registration and withdrawal of students	In-kind	
Recruitment	Partner with community organizations (with targeted population) and assist in developing dual language skills within their community/business/organization	Continue Partnerships with existing organizations	In-kind	
Recruitment and Retention (Increase student achievement of the lower 25%)	Expand advanced (HS credit) classes through our Advanced Learning to provide students with access to advanced learning opportunities beyond Spanish and Math in a Dual Language Environment	Continue hiring teachers who are highly qualified to teach middle school curriculum as well as high school curriculum in the CORE content area.	.8 FTE Teachers will be given a 6/5 assignment to teach HS- Math, Science, Language Arts & Social Studies	\$34,096



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

ACADEMIC ACHIEVEMENT

AZ Letter Grade											
2011/12 Letter Grade (Based on AIMS)		2012/13 Letter Grades (Based on AIMS)		2013/14 Letter Grades (Based on AIMS)		Goal: 2014/15 Letter Grades Minimum Score (Based on AZMerit)		Goal: 2015/16 Letter Grades Minimum Score (Based on AZMerit)		Goal: 2016/17 Letter Grades Minimum Score (Based on AZMerit)	
Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
112	C	127	B	121	B	121	B	130	B	140	A

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	65
ELL Reclassification (3)	3
FFB Rate Additional Points (6)	3
Composite Points	71
Growth Points +1	50
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	121

Performance Differences by Ethnicity (AIMS District Comparison)

	White	African Amer.	Hispanic / Latino	% Diff bet AA and White	% Diff bet hisp and White		White	African Amer.	Hispanic / Latino	%Diff bet AA and White	% Diff bet hisp and White
Reading	76	78	80	2	4	Math	65	56	54	-9	-11
N	17	9	444			N	17	9	444		

ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Roskrige will maintain at least a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. By June, 2017, students at Roskrige will score higher than the state median in reading and math.



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

3. By June, 2017, students at Roskruge will show academic growth that is higher than the state median growth in reading and math.
4. By June, 2017, the growth of the bottom 25% of students at Roskruge will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Roskruge will be less than the achievement gap between racial groups in K-8 schools in the District.

ACHIEVEMENT BENCHMARK (2015/16):

1. Roskruge will earn at least a state letter grade of B, as determined by the results of the 2015-16 AZMerit.
2. By June, 2016, students at Roskruge will score higher than the state median in reading and math, as determined by the results of the 2015-2016 AZMerit.
3. By June, 2016, students at Roskruge will show academic growth that is higher than the state median growth in reading and math.
4. By June, 2016, the growth of the bottom 25% of students at Roskruge will be higher than the state median growth.
5. By June, 2016, the achievement gap between racial groups at Roskruge will be less than the achievement gap between racial groups of K-8 schools in the District.

STRATEGIES:

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Maintain A/B Status Sustain or increase overall achievement and growth	Tier 1	Establish <i>Dual Language Academy</i> Student Ambassadorships. Use local organizations to have our youth practice public speaking, community involvement, and leadership skills. Ambassadors will communicate and present information at various events about Roskruge. <i>The Roskruge Dual Language Ambassadorship</i> will be based on	Funding for 6/5 teacher to teach the Dual Language Academy class as an elective. Community Organizations. 2 FTE certified teacher Certificates for students	Established elective with ambassadors	\$8,524 \$500



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

		academic rigor and commitment to higher education.			
<p>Maintain A/B status</p> <p>Sustain overall achievement and academic growth</p> <p>Sustain or increase growth of L25s</p> <p>Close the achievement gap</p>	Tier 1	<p>Instructional Specialists 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.</p> <p>Instructional Specialists are also language models and support the process of learning a second language. They provide oral and written language support.</p>	<p>Increase Bilingual TA Aide time</p> <p>Proposed Aide time:</p> <ul style="list-style-type: none"> K-2: 4 hours 3-5: 3 hours 6-7: 3 hours <p>8 : 2 hours</p> <p>4 FTE Bilingual Instructional Specialists</p>	Increase in para professional time in classrooms	\$114,732
<p>Maintain A/B status</p> <p>Sustain or increase growth of L25s</p>		Teaching Assistants will participate in mandatory training(s) focused on differentiated instructional strategies which, in turn, will promote dual language development in and out of the classroom	Ongoing Professional Development for Teaching Assistants as provided by the school and Language Acquisition	Agendas and sign in sheets	
		Roskrige will operationalize PLCs so that teachers meet for two hour blocks at least once a week.	Teacher Added Duty for Extended Wednesdays	Schedule Calendar Logs Journals	\$21,450
Sustain overall achievement and academic	PLC Instructional	Teachers will be required to develop and participate in	Substitutes (4 middle school math teacher & 12	Agendas and sign in sheets State and District	\$3200



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

growth	Coach	math PLCs utilizing various district and state data for grade level teams to address the academic needs of subgroups: L25 , ELL, AA, Hispanics identified as FFB. in Math	elementary teachers will utilize a sub for release time) 2x/year Added duty 16 teachers @\$25 X 2 hrs. per semester	Data Data Chats Parent Conferences Attendance Reports	\$1600
Sustain overall achievement and academic growth Sustain or increase growth of L25s Close the achievement gap	Tier 1	Utilize our Community Representative to coordinate various reading/math resources (Math Cats, Word Cats, Reading Seed, Literacy volunteers, SOAR Mentors) to directly work with and impact our students in the classroom		Volunteer sign in logs	Title I
Maintain A/B status Sustain overall achievement and academic growth Sustain or increase growth of L25s Close the achievement gap	Tier 1	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	One highly qualified Bilingual Teacher	Students identified and enrolled in elective class	\$42,620
Sustain or increase growth of L25s Close the achievement gap	Tier 3	Target African American and Hispanic FFB students to participate in 21 st CCLC intervention and summer school	Math Cats/Word Cat Volunteers – Organized by Counselor and Coordinators to assign students (AA and H students) by	Student enrollment rosters	21st Century



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

		programs.	using Benchmark and AZ Merit Data		
Sustain overall achievement and academic growth Sustain or increase growth of L25s	Tier 1	Full Time Librarian to support and build reading and technology in all classes by providing additional direct instruction on reading, research, and writing skills to support all students while targeting the L25%	Bilingual Librarian	Library Schedule Evidence of collaboration with teachers	\$42,620
Maintain A/B status Sustain or increase growth of L25s Close the achievement gap	Tier 2	Math interventionist will be used to support FFB, L25, ELL and SPED students. SEE CIP	Math Intervention teacher	Student pre and post data	\$42,620
Maintain A/B status Sustain overall achievement and academic growth	Tier 1	Improve learning opportunities available to students by differentiating instructional strategies based on variations in student need. This includes increasing the number of students participating in Advanced Learning Experience (ALE) classes by providing opportunities for students to be promoted from Roskrige with Spanish HS credit and offer required support to students	3 HQ Spanish Teachers Dictionaries Literacy Leveled Spanish Books Offer ALE in Spanish, Math & Science Supplementary Materials Capital (\$25 per student)	Increase in students receiving HS credit upon completion	\$127,860 \$10,000



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

		in Spanish.			
<p>Maintain A/B status</p> <p>Sustain overall achievement and academic growth</p> <p>Sustain or increase growth of L25s</p> <p>Close the achievement gap</p>	Tier 3	<p>Create opportunities for all new English dominant students to attend Summer Camp . This will assist in establishing the foundation for a positive experience while simultaneously exposing students to basic oral language development in Spanish prior to school starting.</p>	<p>Summer Boot Camp 2 HQ Spanish teacher \$25 per hr. X 5 hrs. X 20 days</p> <p>2 HQ Bilingual Teaching Assistant \$15 per hr. X 5 hrs. X 10 days</p> <p>Supplies</p> <p>Supplemental materials</p>	<p>80 % enrollment of incoming English dominant students</p>	<p>\$2,500</p> <p>\$750</p> <p>\$500</p> <p>\$500</p>
<p>Maintain A/B status</p> <p>Sustain overall achievement and academic growth</p> <p>Sustain or increase growth of L25s</p> <p>Close the</p>	#5	<p>Increase oral reinforcement of Spanish language development through fine arts experiences</p>	<p>Fine Arts (Mariachi/ Folklorico) Elementary School Mariachi Temp Hourly k-5 Elementary School Folklorico Temp Hourly K-5 Middle School Mariachi FTE 6-8 Middle School Folklorico FTE 6-8</p>	<p>Fine arts performances</p>	<p>\$34, 208</p> <p>\$21,310</p> <p>\$18,180</p>



ROSKRUGE MAGNET SCHOOL PLAN 2015-16

achievement gap			Temp Hourly Student Helpers Elem. Mariachi/ Folklorico \$8.05 X 4 students x 1 hr day X 160 days		\$5,152
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ESTIMATED BUDGET WITH BENEFITS*= \$687,314.90

***Any adjustments to the District adopted expenditure budget will occur through the budget modification process.**

EXHIBIT A-5



TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

SCHOOL NAME: Tucson High Magnet School	MAGNET THEME: Fine and Performing Arts & Natural Science
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ETHNIC DIVERSITY

Enrollment (%)					
Ethnic Categories	2012/13 40 th Day Enrollment	2013/14 40 th Day Enrollment	2014/15 40 th Day Enrollment	Benchmark: 2015/16 40 th Day Enrollment	Goal: 2016/17 40 th Day Enrollment
White	16.3%	13.7%	11.9%	M	M
African American	4.8%	4.8%	4.3%	M	M
Hispanic	72%	74.2%	76.7%	≤74.4	≤70

INTEGRATION GOAL (2016/17): By the 40th day of the 2016/17 SY, the Hispanic enrollment in 9th, 10th, and 11th grade will be no more 70%, and the enrollment of White and African American students meet the USP definition of an integrated school as reported on the Mojave/Synergy student tracking system.

INTEGRATION BENCHMARK (2015/16): By the 40th day of the 2015/16 SY, the Hispanic enrollment in 9th and 10th grade will be no more 74.4%, and the enrollment of White and African American students meet the USP definition of an integrated school as reported on the Mojave/Synergy student tracking system.

Objectives	Strategies	Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Recruitment	To increase ethnic diversity, THMS will focus recruitment activities at targeted TUSD schools, private schools, and charter schools	-Magnet Coordinator (Position to shared by .6 and .4 FTE) -Mileage -Stipend for attending recruitment activities (to be distributed between primary	Applications submitted to School Community Services will reflect the diversity of the district and will contain no more	\$42,620 \$500 \$3,000

TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

		recruiters)	than 70% of any one ethnic group.	
Recruitment	To increase ethnic diversity, THMS Fine and Performing Arts groups will conduct performances at targeted Elementary/Middle Schools for recruitment purposes	- Student Transportation	Applications submitted to School Community Services will reflect the diversity of the district and will contain no more than 70% of any one ethnic group.	\$750
Recruitment	To increase ethnic diversity, THMS will perform in various community events	-Subs for Teachers	Applications submitted to School Community Services will reflect the diversity of the district and will contain no more than 70% of any one ethnic group.	\$500
Recruitment Retention	To increase ethnic diversity THMS will fund 31.6 FTE in Fine/Performing Arts and Science	Maintain or expand Fine Arts and Natural Science course offerings	The variety of courses offered will be evident in the Master Schedule.	\$1,420,768.
Recruitment	Tours will be provided to any interested family	-Magnet Coordinator -Student Ambassadors	Logs will be kept showing name, date, current middle school, and ethnicity of the families visiting.	
Recruitment Retention	To increase diversity and visibility to potential families, Tucson High will hold an annual Magnet Open House	Mailing to current 8 th graders Supplies for signage (ink, foam board) Copies	Applications submitted to School Community Services will reflect the diversity of the district and will contain no more than 70% of any one ethnic group.	\$2,500 \$1,000



TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

Retention	New Student Orientation	Advertising	Applications submitted to School Community Services will reflect the diversity of the district and will contain no more than 70% of any one ethnic group.	DISTRICT
Retention	Regularly update website with Magnet events		Applications submitted to School Community Services will reflect the diversity of the district and will contain no more than 70% of any one ethnic group.	



TUCSON HIGH MAGNET SCHOOL PLAN 2015-16

ACADEMIC ACHIEVEMENT

AZ Letter Grade											
2011/12 Letter Grade (Based on AIMS)		2012/13 Letter Grades (Based on AIMS)		2013/14 Letter Grades (Based on AIMS)		Goal: 2014/15 Letter Grades Minimum Score (Based on AZMerit)		Goal: 2015/16 Letter Grades Minimum Score (Based on AZMerit)		Goal: 2016/17 Letter Grades Minimum Score (Based on AZMerit)	
Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade	Points	Grade
113	C	120	B	135	B	135	B	138	B	140	A

AZ Learns Composite Scores (2013/14)	
Percent Passing AIMS	63
ELL Reclassification (3)	3
FFB Rate Additional Points (6)	0
Composite Points	78
Growth Points +1	57
*Median Growth Percentile= 38.5	
*Median Growth Percentile Bottom 25%=37	
Total Points	135

Performance Differences by Ethnicity (AIMS District Comparison)

	White	African Amer.	Hispanic/ Latino	% Diff bet AA and White	% Diff bet Hisp and White		White	African Amer.	Hispanic/ Latino	%Diff bet AA and White	% Diff bet Hisp and White
Reading	89	72	82	-17	-7	Math	66	43	43	-23	-23
N	125	50	640			N	143	68	867		

ACHIEVEMENT GOAL (2016/17):

1. By June, 2017, Tucson High will earn a state letter grade of B (a minimum of 120 points), as defined by the state grading system.
2. By June, 2017, students at Tucson High will score higher than the state median in reading and math.
3. By June, 2017, students at Tucson High will show academic growth that is higher than the state median growth in reading and math.



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4. By June, 2017, the growth of the bottom 25% of students at Tucson High will be higher than the state median growth.
5. By June, 2017, the achievement gap between racial groups at Tucson High will be less than the achievement gap between racial groups compared to high schools in the District.

ACHIEVEMENT BENCHMARK (2015/16):

1. Tucson High will earn a state letter grade of B as determined by the results of the 2015-16 AZMerit.
2. Tucson High students will score above the state median in reading and math on the 2015-16 AzMERIT.
3. Tucson High students will score above the state median in reading and math on the 2015-16 AzMERIT.
4. Tucson High students in the bottom 25% will show more growth compared to the state median in reading and math on the 2015-16 AzMERIT.
5. Tucson High students will show progress toward reducing achievement gaps between the racial groups in reading and math compared to high schools in the District.



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STRATEGIES:

Objectives	CSI Indicator	Strategy	Action/Resources Required for Implementation of Strategies	Implementation Evidence	Estimated MAGNET Funding Required
Overall achievement	Strengthen Tier 1 Instruction	A Data Coach/Testing Coordinator will work with teams on a weekly basis to disaggregate data in order to differentiate Tier 1 instruction and intervention opportunities. The Data Coach will also work with teams to align curriculum with assessments.	Certified Data Coach	We will operationalize PLCs by creating a schedule, calendar, logs, journals, etc.	\$42,670
Overall achievement	Increase adult to student ratio	Provide assistants for elective magnet classes that are over capacity according to the 1:27 ratio	Support will be provided by classified personnel such as -Assistant to the band director -Accompanist -Other classified temp hourly as needed	Work logs	\$40,000
Improve overall student achievement	Weekly PLCs	Teachers will participate in PLCs in two-hour blocks at least once a week. This time will be used to analyze student data in	Teacher Hourly Added Duty for Extended Wednesday	Teachers will meet weekly in PLCs where they will operationalize meeting protocols by creating	\$52,000



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		order to make instructional decisions, address achievement discrepancies. Systemic, timely and directive instructional strategies will be identified and incorporated into lesson plans.		schedules, calendars, logs, journals, etc.	
Improve overall student achievement	Learning Centered Professional Development Strengthen Tier 1 Instruction	Learner Centered Professional Development will be used to develop and implement both practical and innovative methods of differentiation based on student data. Teachers' will expand on their professional knowledge base in order to support Differentiated Tier 1 Instruction for all students.	Resource and Research materials	Lesson Plans Test scores	\$5000



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Improve overall student achievement	Provide Tier 2/Tier 3 intervention for the students in the lower 25%	To improve over-all achievement, each teacher will be assigned 2 to 3 students from the bottom 25%. They will track their grades, oversee conference period usage, tutoring, and parental contact.	-Added duty compensation	-Documenting interventions through Mojave	\$3000
Growth of the lower 25%	Offer Tier 3 Intervention	To improve achievement in the lower 25%, ELA and Math teachers will collaborate with 21 st Century programs for tutoring and enrichment opportunities	Added duty compensation	work logs sign-in sheets test scores	\$3000
Improve overall student achievement Close the Achievement Gap	Differentiated Tier 1 Instruction for all students	An AP Mentor will be provided with added duty in order to improve over-all student achievement, support retention, and maintain the ethnic diversity in AP classes.	Added duty for AP Mentor	sign-in sheets	\$2250
Growth of the lower 25%		To improve student achievement, Freshman and Sophomore students who	RTI classes	class rosters	



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		place in the bottom 25% in Math, will be placed in a Response to Intervention class targeting essential skill deficits.			
<p>Improve overall student achievement</p> <p>Close the achievement gap</p> <p>Growth of the lower 25%</p>	<p>Differentiated Tier 1 instruction for all students</p> <p>Additional time for planning</p>	<p>The opportunity to participate in pre-service Professional Development will be offered; additional planning time will also be made available throughout the school year to support the work begun during PLCs.</p>	<p>Added duty compensation</p>	<p>PLC agendas that include description of the requirements for added duty compensation AND the accompanying final products</p>	<p>\$7300</p>

ESTIMATED BUDGET WITH BENEFITS* = \$ 1,947,517.90

***Any adjustments to the District adopted expenditure budget will occur through the budget modification process.**